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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty-seven activities presented in this manual on life career planning encourage maximum participant involvement and small group experiences. These activities cover the areas of values clarification, decision making, and goal setting. Implementation strategies for developing program activities in these areas are then presented, including curriculum based strategies, on-call/responsive services, individual development CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

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ED 160 852

LIFE CAREER PLANNING: VALUES, DECISIONS AND GOALS

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Earl Moore is also due a special word of thanks for his contributions to the early field-testing efforts of the content of this package. Linda Clyde, our typist, once again performed remarkably in transforming scraps of paper into readable copy. We are indebted to her.

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WORKSHOP ACTIVITIES OUTLINE

Suggested Time Allotment	Activity Number and Description	Page
	I. Introduction	
	II. Values	
45 minutes	1. Setting Goals: My Past and My Future	5
30 minutes	2. Cultural Impact	8
45 minutes	3. Identifying Values Through the Values Survey	11
30 minutes	4. Exploring Your Values	15
60 minutes	5. Take Me Along	19
	III. Decision-Making	
75 minutes	6. Self-Evaluation of Decision-Making Ability	28
60 minutes	7. An Overview of the Decision-Making Model	30
60 minutes	8. The Pie of Life	50
30 minutes	9. Sources of Information	58
15 minutes	10. Evaluating Sources	64
15 minutes	11. **Determining the Value of the Sources**	65
30 minutes	12. Brainstorming	67
30 minutes	13. Setting Criteria	70
30 minutes	14. Simulated Decision	71
	IV. Goals	
45 minutes	15. Stretching: Determining Goal Setting Strategies	76
45 minutes	16. Writing Goal Statements	78

Suggested Time Allotment	Activity Number and Description	Page
75 minutes	17. Competitive VS. Cooperative Goal Behavior	83
30 minutes	18. Accepting Responsibility for Your Own Goal Directed Behavior	85
	V. Implementation Strategies	
30 minutes	19. Curriculum Based Strategies (Infusion)	89
45 minutes	20. Curriculum Based Strategies	90
45 minutes	21. On-Call/Responsive Services	91
45 minutes	22. Individual Development Responsibilities	92
60 minutes	23. System Support Services	93
	VI. Summary	
15 minutes	24. Workshop Objectives	95
20 minutes	25. Assessment Exercise: Goal Setting	96
20 minutes	26. Assessment Exercise: Planning Skills	97
10 minutes	27. Attitude Assessment	100
17 hours 20 minutes (1040) minutes	TOTAL HOURS OF TRAINING	

Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

STAFF DEVELOPMENT PACKAGE

This training manual on "Life Career Planning: Values, Decisions and Goals" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of **these** materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model - from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to development of implementation strategies and plans.

The domains and goal areas outlined in the chart below provide a contextual framework for the understanding of student needs in the area of planning skills. The desired outcomes model was developed to reflect the results of the comprehensive needs assessment.

INTERPERSONAL EFFECTIVENESS

Human Relations Skills
Relating With Significant Others
Self Validation

Comprehensive Model

WORK AND LIFE SKILLS

Daily Living
Employability
Work and Leisure Environments

LIFE CAREER PLANNING

Planning Skills
Educational Environment
Self Understanding

Focus of this ← package

The goals of **this package** can be best understood in the context of the **complete** list of goals identified in the comprehensive needs assessment study.

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adult Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

L

SUGGESTIONS TO THE WORKSHOP COORDINATOR

Before the Workshop(s):

1. Study the materials of this learning packet to (a) become familiar with the concepts and rationale of the decision-making process and (b) understand how specific activities may be designed to aid participants in developing decision-making/planning skills within the classroom.
2. Prepare all needed materials and ready your instructional processes for leading these activities. The leadership manual is designed to give you suggestions on introducing, facilitating and discussing the activities.

Consider recording script in activity 7

At the Workshop(s):

1. Introductions: Establish an introductory process for participants to get to know each other and you, the workshop coordinator. At the beginning of the workshop, short introductions will suffice as participants will establish immediate involvement with each other through the value clarifying activities.
2. Announce to the participants the purpose of the workshop and the format of how this purpose will be accomplished. A good way to give participants some general structure without overwhelming them at this point is to prepare a one-page handout containing the agenda for the workshop including **objective** statements, activities and time schedules.

3. The workshop could be started by describing the format and process of using their participant's manual. You will serve as a leader of the activities which will include the roles of initiating and directing the exercise, modeling or demonstrating some of the processes, and facilitating the discussion generated by the activities. Possible questions to lead the discussion are provided throughout the leader's handbook.
4. Toward the end of the workshop, you may wish to include time for wrap-up and summary. This wrap-up would involve these types of tasks: (a) summarizing what has been learned, (b) gathering evaluation and feedback for participants about themselves, you as the coordinator, and the workshop, and (c) providing for follow-up and continued resource development through the identification of additional learning possibilities.

How to use this Handbook:

The leader's handbook consists of a participant's manual with additional pages (Green) at specific points to facilitate your role as workshop coordinator. These pages marked with an "L" will include directions for the completion of certain sections or topics in the participant's manual and, as mentioned earlier, suggestions on introducing, facilitating, and discussing the activities.

color coded

Following the suggestions for activities, any outside materials needed and approximate time allotments will be listed.

I. INTRODUCTION

The mood of the present and the projection for the future is one of change. Burgeoning technology has accelerated the rate of change to the point where one's relationships with both people and things are less and less enduring. Our economy too is based on transcience. Planned obsolescence, conspicuous consumption and throw-a-way products all reflect this phenomenon of an exponential rate of change. If present society can be characterized by one term, it would be - change.

Change, accelerating with ever increasing speed, created a society of such complexity that it is possible, if not probable, that individuals can become overwhelmed. Today, choices abound in many aspects of our lives where once options did not exist. Many of these choices seem relatively unimportant; and therefore, seldom provoke serious frustration or anxiety. For example, the goal of the Bell Telephone System a few short years ago was to have a telephone (standard black **carriage**-type) in every home. Now, there are more than 1500 styles and types of phones available (Toffler, 1973). The speed of cloth cutting by laser beams is such that it is now possible to cut 1500 unique patterns faster than the traditional assembly line can cut 1500 copies of the same pattern. Thus, we now face a myriad of styles, colors, and fabrics.

Other choices are more far ranging in terms of importance and more irreversible. Educational and occupational alternatives are sufficiently numerous to create unprecedented pressures for individuals to define their interests, to determine their values and to develop their identities. Frustration and confusion often results from the increased number of options open for one who does not have the skills and the practical experience necessary for choosing among them.

Individuals need systematic help in developing decision-making skills. As options multiply and informed decisions are increasingly required, individuals need to know how to marshall and evaluate pertinent information. Decision making does not occur in a vacuum. Information is processed in the context of one's values. This means, then, that individuals need to become aware of and understand their own values. In our changing and pluralistic society, value systems are no longer passed along intact from one generation to the next. Increasingly, individuals are left to their own resources to find the values that will direct and give meaning to their lives. They need help in developing life career planning competencies (Gysbers and Moore, 1973).

Planning skills contribute to a greater sense of control over one's own destiny. There are few areas of human life of such singular importance. The goal of this package is to help career guidance teams meet more effectively the expressed needs of students in the area of life career planning. Recent national and state studies provide sufficient evidence to document the need for more developmental assistance in this area.

The American College Testing Program (Prediger et.al, 1973) reported that half of the students polled indicated that they had received little or no help with their career planning. The ACT study concluded that ". . . . counselors are not providing help wanted by the students with career planning on a one to one basis or by means of group guidance." The study indicated that 75% of the students felt that this career planning was most important and wanted help.

Similar results were found in the comprehensive needs assessment study conducted as part of the Georgia Career Guidance Project.

An average of approximately 60% of students in the total sample expressed a need:

. . . to take more of an active role in making important decisions that influence my life.

. . . to understand the relatioships between my career plans and school subjects.

. . . to know how various circumstances influence my career planning.

. . . to understand how my values influence my career choices.

. . . to be more systematic to planning my career goals.

. . . to develop plans which will help me reach my educational and occupational goals.

. . . to be more responsible in planning my future.

II. VALUES

Life presents all of us with many opportunities and experiences which serve to shape the way we think, the way we interact with others, and the goals we set for ourselves. Out of these learning, growing experiences, we each formulate some set of guidelines to govern our behavior in deciding and choosing from among life's alternatives. These guidelines are our values. Having clear ideas of what we value, what we prize and cherish, is a very important first step toward sorting out our alternatives, making decisions and setting realistic, attainable goals.

ACTIVITY 1 SETTING GOALS: MY PAST AND MY FUTURE

The goal of this activity is to allow participants the opportunity to: (1) identify past experiences and to begin considering the values implied through the content and the process of recollection; (2) relate these recollections to present experiences and the values each now holds important and (3) look at the goals we have set for the future.

Our recollections of our past experiences (people, objects places, events, settings) add meaning to our present experiences and the kind of goals we project for ourselves in the future. In order to think about how we might want to plan our future years and begin to set personal goals, consider the following questions for a minute or two and jot down a few of your memories. After identifying some experiences (including such things as interests, problems, and hopes) small groups will be formed for the purpose of sharing the recollections with other members of the group.

ACTIVITY 1 SETTING GOALS: MY PAST AND MY FUTURE

1. After participants have read the objectives, introduction, and directions for the activity, allow approximately 20 minutes for individual completion of the activity.
2. Break the larger group into smaller groups of 3-4 and allow each participant five minutes to share some of their responses with the other group members.
3. In instructing groups prior to discussion, ask that they try to be aware of patterns of consistency or changes in values they see throughout an individual's past recollections present experiences and future goals.
4. Directions:
    1. Divide your present age by 3.

       Example: My present age--40 divided by 3 $\frac{40}{3} = 13$

    2. Describe yourself (interests, problems, hopes) and what you remember (people, objects, places, events, settings) when you were 1/3 your present age. Jot down these memories. (Example age 13)

    3. Describe yourself and what you remember when you were 2/3 your present age. (Example age 26). Jot down these memories.

4. Describe yourself (interests, problems, hopes) and your expectations (regarding people, objects, places, events, settings) when you reach your present age plus 1/3. (Example age, 53). Jot down these thoughts.

5 In the follow-up discussion, help the participants to focus on the values patterns which seem to emerge in the recollections.

6. Materials needed: paper, pencils

A. INFLUENCE ON VALUES DEVELOPMENT OF INDIVIDUALS, GROUPS, AND CULTURES

Almost every choice an individual makes is motivated by personal values. Values constitute the things in life that really matter to a person, the things which repeatedly influence behavior and choices. Interpersonal conflicts can arise from value differences, because individuals often think that anything which is so important to them must also be important to everybody else. Many major historical conflicts have resulted from the efforts of one group of people to instill their "right" values onto others. Values are rarely the same for everyone. They can differ radically from person to person.

all
behaviors
reflect
choices....
and values

Values also differ from group to group. Groups fall into many categories, such as political, special interest (e.g., chess, environmental, athletic), social and peer, and religious. People usually belong to these groups because the group values reflect their own. Group values can often be a source of strength to people; they can provide a sense of direction, support, or purpose. Group values can also, like individual values, be a source of contention and separation among people. Groups can have a very strong influence on their members, cementing together people who share similar values, and pulling apart people who differ. Cultures have distinct value patterns which cause their members to behave differently from people who have grown up in other cultures. There is often pressure for individuals outside the dominant culture to conform. Different culture values, like differences in individual and group values, can contribute to the enrichment and complexity of society.

ACTIVITY 2 CULTURAL IMPACT

Break into small groups and consider the following:

There are many cultures represented in our country. The American Indian, black inner city, Spanish-American, rural, middle class suburban white, etc. All these cultures represent potentially different value systems.

Consider the following items. What values do you think different cultures would attach to them?

Land

Cars

Television

Food (restaurant, gourmet food, etc.)

Clothes

Politics

How are you affected by the values of your predominant culture?

ACTIVITY 2 CULTURAL IMPACT

After participants have read the section entitled Influence of Values, break into small groups of 6-8 and guide discussion based on the stimulus questions given in the participants manual. As a leader of the discussion, you will want to pay particular attention to keeping the group on task. The participants may tend to get locked on the relative accuracy of certain stereotypes. One way to avoid this off-task behavior is to keep the conversation moving rapidly--focusing on the generation of several alternatives.

B. VALUE DEVELOPMENT

Precon-ventional/ Personal Needs

Lawrence Kohlberg, using ideas from John Dewey, has postulated three life stages of moral development (1975). At level one, the preconventional level, the child is concerned with the satisfaction of her/his ne[illegible]hlberg states that at this level "the child is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels either in terms of...punishment, reward or exchange of favors, or in terms of the physical power of those who enunciate the rules and labels....The physical consequences of action determine its goodness or badness, regardless of...the values of these consequences....Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others." At the conventional level, level two, the individual is concerned with conformity to group or societal values, seeking acceptance from peers "regardless of immediate and obvious consequences." Kohlberg uses the terms "maintaining," "supporting" and "justifying," to describe the adherence to the social order for its own sake that is manifested at this level. Finally, at the postconventional, autonomous, or principled level, the individual begins efforts to define or clarify her/his own personal values, independent of groups or other persons who might share those values.

Conven-tional/ Confor-mity

Postcon-ventional/ Autonomous

The development and clarification of our values is a continuous process that is dependent on our individual and group experiences throughout life. We derive our values from many sources--parents, religion, peers, and society in general--and each new experience has the potential for reshaping our thinking and our actions. Parents and adults in general, play a major role in the beginning of a child's value development. One of the traditional approaches parents take is to limit the choices available to children. We guide with the values we accept as being "right." Religion and cultural experiences are also very influential in this way, often presenting the individual with guidelines for "right" or wrong" behavior which actually prevent consideration of other alternatives. Peer groups exercise their influence on our values from childhood to adulthood. These groups have a great impact on our self-concept; they can influence our motivation and even the goals we set for ourselves.

One possible source of stress and confusion for people in modern society is the fact that their actions are often based on values of which they are not consciously aware. Being aware of the sources of our values, and clearly identifying those things we prize, cherish and are willing to support, are the first steps toward making mature, responsible decisions and setting attainable goals.

ACTIVITY 3 IDENTIFYING VALUES THROUGH THE VALUES SURVEY

The purpose of this activity is to determine the underlying principles (values) which influence your life.

Individually fill out the survey on the next two pages using the instructions below.

After you have completed this survey, meet in a group of 3-5 to discuss what values are important to you and how they may differ from other participants. Your leader will furnish additional questions as stimulus for this discussion.

Instructions:

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed in the right-hand column and is to be written in the order you prefer in the left-hand column.

Study the list carefully and pick out the one value which is the most important for you. Write it in Box 1 on the left.

Then pick out the value which is second most important for you. Write it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you feel.

1		A COMFORTABLE LIFE a prosperous life
2		AN EXCITING LIFE a stimulating, active life
3		A SENSE OF ACCOMPLISHMENT lasting contribution
4		A WORLD AT PEACE free of war and conflict
5		A WORLD OF BEAUTY beauty of nature and the arts
6		EQUALITY brotherhood, equal opportunity for all
7		FAMILY SECURITY taking care of loved ones
8		FREEDOM independence, free choice
9		HAPPINESS contentedness
10		INNER HARMONY freedom from inner conflict
11		MATURE LOVE sexual and spirtual intimacy
12		NATIONAL SECURITY protection from attack
13		PLEASURE an enjoyable, leisurely life
14		SALVATION saved, eternal life
15		SELF-RESPECT self-esteem
16		SOCIAL RECOGNITION respect, admiration
17		TRUE FRIENDSHIP close companionship
18		WISDOM a mature understanding of life

When you have finished, go to the next page.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1	AMBITIOUS hard-working, aspiring
2	BROADMINDED open-minded
3	CAPABLE competent, effective
4	CHEERFUL lighthearted, joyful
5	CLEAN neat, tidy
6	COURAGEOUS standing up for your beliefs
7	FORGIVING willing to pardon others
8	HELPFUL working for the welfare of others
9	HONEST sincere, truthful
10	IMAGINATIVE daring, creative
11	INDEPENDENT self-reliant, self-sufficient
12	INTELLECTUAL intelligent, reflective
13	LOGICAL consistent, rational
14	LOVING affectionate, tender
15	OBEDIENT dutiful, respectful
16	POLITE courteous, well-mannered
17	RESPONSIBLE dependable, reliable
18	SELF-CONTROLLED restrained, self-diciplined

VALUE DEVELOPMENT

ACTIVITY 3 VALUE SURVEY SCALE

1. After participants have read the short section on Value Development and the directions for Activity 3, allow 10-15 minutes to work independently.
2. Break into groups of 3-5 for discussion of Activity 3. Allow approximately 30 minutes for group interaction.
3. Possible stimulus questions for discussion:
   a. What do you see as the source for your present values? (family, religion, etc.)
   b. How do your values compare with those of your parents or close friends?
   c. Determine some differences and similarities between you and other members of your small group based on the Value Survey Scale.

Time: 30-45 minutes

The Relationship Between Values and Actions

Ask the participants to read the section on the relationship between values and actions

The Relationship Between Values and Actions

Ask the participants to read the section on the relationship between values and actions

C. VALUES AND ACTIONS

Thoreau said, "What you do thunders so loudly in my ears, I cannot hear what you say." There is an undeniable relationship between values and actions. A value that is still in an embryonic, developing state may not result in observable actions. A well-established value, however, usually shows up in an individual's actions. If a woman runs a mile every night, she probably believes in physical fitness. As Thoreau implied, it is hard to believe an individual's statements if her/his behavior says something else. One of the best ways of discovering one's values is to use one's actions as indicators.

ACTIVITY 4 EXPLORING YOUR VALUES

The purpose of this activity is to demonstrate how values are the ideas on which people act. The best way to know a person's values is to look at what she/he does. Try completing the chart below to see what it says about your values. Remember back to what you did last Saturday and Sunday. Fill in the chart from what you remember, stating the specific activities that took your time.

After completing the chart, break into small groups to discuss the stimulus questions on the following page.

	SATURDAY	SUNDAY
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-12		

1. List two or three values that are suggested by how you spend your time during those two days:______________________________
____
____

2. Discuss with your group what you learned about your own values from this activity. Do your activities vary from weekend to weekend? If so, do your values vary as well?

ACTIVITY 4 EXPLORING YOUR VALUES

1. Have the participants complete the reading and writing parts of this activity independently. Allow 10-15 minutes.
2. Break into small groups of 3-5 participants to discuss the following stimulus questions.
    1. Do the participants believe the concept that a value usually shows up in actions? Why or why not?
    2. If a person clarifies her/his values, how might that influence her/his actions and their consistency.

Allow 15-20 minutes for the small group discussion

Time: 35 minutes

D. VALUES CLARIFICATION

The term values clarification refers to exploring within oneself to find out what one really feels or thinks about an issue, and examining the reasons for feeling or thinking that way. It is a means of sorting out the confusion of alternatives in one's life and making decisions for the future. Simon and deSherbinin (1975) outline four broadly stated advantages of values clarification, indicating that the process helps individuals (1) become more productive, (2) become more purposeful, (3) sharpen critical thinking, and (4) have better interpersonal relations.

Purposefulness and productivity are closely linked, both causing us to take a look at what we do with our time and energy. Values clarification is important here because we must be able to prioritize those things of importance to us and plan our time around those events.

A great amount of our critical thinking is applied to others and our relationships with them. How often do we analyze our own decisions and question the actions we take? Values clarification is an immediate step between being faced with a problem or decision and taking some action. Knowing exactly what it is that we value, we can begin to sort out the alternatives available, gather the important information needed, weigh the consequence of the alternatives, and make a commitment to act in a manner consistent with the choice. Finally, values clarification can help us develop honesty and understanding in our interpersonal relationship. We can clarify and be honest about our values related to any given issue and get to understand and accept the differing values and opinions of others.

ACTIVITY 5 TAKE ME ALONG

The goal of this activity is to (1) project ideal qualities, vocational interests of each participant, (2) determine within your group which members represent qualities, skills or interest considered most valuable to society. Another goal is to allow participants the opportunity to see how others respond to their values.

Directions for Stage 1:

The date is 10 years from today. You are the person you have always wanted to be. Whatever fantasies you have had are now true. (You can be any age or sex. You have the job, the income, the training, the renoun, the pleasures, etc., you have always wanted.) Remember, this is a fantasy and anything is possible! Now, respond to these questions:

...Give a physical description of yourself--How would you describe your physical self?

...What kinds of skills do you have?

...What type of vocation would you be involved with?

...What are your best qualities? attributes?

...What are you interested in? (hobbies, leisure activities)

Take a few minutes to jot down short descriptions in answer to these questions.

Directions for Stage 2:

Break into small groups. Your task now is to introduce yourself to the members of your group based upon your projected image and your responses to the previous questions.

Directions for Stage 3:

You and your group are now faced with the following situation: Due to overcrowding and pollution within the earth's atmosphere, a new community must be established in space which can provide optimal conditions for the continuation and maintenance of the human race. Only half of your group can go. Whom would you choose? Why?

Make your choices individually. Then share and discuss your choices with the group if you wish. Look at the similarities and differences between the choices of group members. What values do you see influencing the choices made? If your decision and the values connected to that decision were in the minority, were you willing to go along with the other's viewpoints. How did it feel if you were included? left out? What relationship can you see between individually held values and acceptance of these values by the group?

VALUES CLARIFICATION

ACTIVITY 5 TAKE ME ALONG

1. After participants have read the section on Values Clarification and the goals and directions for Activity 5, allow 15-20 minutes for them to complete Stage 1 independently.
2. Divide participants into small groups of 8-10. Allow 15 minutes for introductions (as projected into the future).
3. Stage 3, completed individually, should be allotted 15 minutes. Then allow 30 minutes for small group discussion of these choices. There are several questions included in the activity to stimulate discussion. However, it is important that you make observations on the process pointing out dynamics that occurred during the activity and facilitating the discussion questions. Ask individual members how they felt when they were excluded by most members? Ask people to clarify their rationale for making decisions?

Time: 1 hour

ADDITIONAL SUGGESTIONS FOR FURTHER EXPLORATION OF VALUE CLARIFICATION

1. Identifying material resources for additional activities in the area of value clarification.
2. Try to design and create value clarifying activities for yourself in your own situation. Demonstrate these activities within small groups of workshop participants.
3. Additional Activities: Keep a log of the types of activities you are involved in for a certain period of time (week, month, etc.). Rank the activities you listed from most important to least important.

   List any activities you wish you had done which you didn't do. Determine which activities or events you wish you could have eliminated.

ADDITIONAL SUGGESTIONS

The purpose of the Additional Suggestions section is to allow participants the option to further explore the process of values clarification. The first two suggestions would be valuable to participants placing emphasis on their own abilities to implement their experiences in a classroom situation.

Suggestion three, an additional experiential activity, is offered as a structured possibility to those participants wishing to continue the process of values clarification. You may want to substitute some of these activities for one or two of those included in this workshop.

III. DECISION-MAKING

This section of the module will be similiar to the preceding section on Values, which exposed you to experiences both as a learner (in clarifying your own values) and as an educator (in acquiring and adapting these experiences into methods to help students clarify their values). The focus on this section is also on you as a learner who is exposed to a program for improving your decision-making skills. This is intended to give you practice in evaluating your own decision-making skills and thus to help you place yourself in the role of the students with whom you work. Again, the emphasis is on helping you experience and learn strategies which you can adapt for use with your own students.

A. DECISION-MAKING STRATEGIES

Everyone's life is full of countless choices and decisions. Many of these decisions are simple choices: when to get up in the morning, what to wear, what foods to eat for breakfast. Other decisions are important to resolve conflicts, problems, or crises that confront us and need a solution. Still other decisions concern major directions we will take that may influence the whole course of our lives: educational plans, getting married, selecting a career.

People respond to making decisions in many different ways. Some less effective ways of deciding include the following:

1. The Ostrich Approach - Following the myth of the ostrich who puts its head in the sand, many people try to avoid making a decision or resolving a problem by denying that the need exists. Subsequently, there is no need to decide and act. However, we have all heard the adage that "not to decide is to decide" and what we have really done is let our ship go on without a rudder.
2. The Santa Clause or Great White Knight Approach - Here people are aware of a situation or problem to be resolved, but sit passively and wait for someone else to decide. It is the hope of this individual that decisions will be made for them by some more knowing person, thus forfeiting their own control and responsibility in the situation.
3. Sudden Sam - Unlike the previous two ways of passively

> waiting for decisions to be made, the impulsive person immediately acts with only the slightest provocation and with little or no reflection upon the decision. This type of person is continually having to deal with the consequences of having made a hasty decision.

We would certainly recommend a better approach for deciding and directing one's life than the ways listed above. This section of the manual will be directed toward exploring a decision-making/problem-solving approach that will permit the person to become more aware of her/his situation, systematically look at and evaluate input information, determine possible alternatives, and then make the best possible choice.

The Need for Good Decisions:

Alvin Toffler (1970), author of Future Shock, and others have pointed that we are increasingly confronted with more and more choices to make in our daily lives. This "overchoice" situation is made more complex by the fact that changes in our society have given most of us, and young people in particular, increased freedom to decide which choices we will make on the basis of our personal values rather than on the basic of societal dictates. As our freedom to make our own decisions is increased, so is our personal responsibilty for these decisions. In attempting to maximize our satisfaction with the various decisions we make, it helps to have developed a sequence of logical, practical decision-making skills which we can make use of in

Overchoice
can create
...fatigue
..futility
..resentment
..confusion

decision-making situations.

Through the process of developing good decision-making skills, we learn to generate as many choices and possible alternatives we can think of at any given decision point in our lives, thus increasing our personal freedom even further. We are also enabled to attain better control over our lives by learning to evaluate and compare the desirability and realistic achievability of the various alternatives open to us before we make our final decision.

A "good" decision is one in which "the skills of decision-making are used to choose the alternative that is best according to the decision-maker's preferences" (Gelatt, et. al., 1973). The skills required include clarifying one's values, identifying the problem, generating alternatives, acquiring and evaluating information related to each alternative, and assigning probabilities for the success of each alternative. Although the use of decision-making skills will not guarantee that the outcomes of our decisions will always be exactly what we want, the application of such skills certainly increases the likelihood that the outcomes which result from our decisions will in fact be desirable and will reflect and relate as closely as possible to our own personal values.

In the following section, the four skill areas in a recommended decision-making model are presented. This model is followed by text sections and decision-making activities which will give participants an opportunity to practice decision-making skills.

B. RECOMMENDED DECISION-MAKING MODEL

1. Identifying the problem.
    a. Becoming aware of a problem when it exists.
    b. Inhibiting the tendency to respond impulsively or passively, to the problem.
    c. Specifying the desired state of affairs (What it would be like if the problem were resolved).
    d. Determining discrepancies between the current situation and the desired state of affairs.

2. Gathering and evaluating information as a base for decision-making.
    a. Formulating a strategy for searching for information relevant to the problem.
    b. Becoming aware of sources of information.
    c. Evaluating the reliability and accuracy of information received and the sources of that information.
    d. Considering any new information relevant to the problem even if conflicting with that presently held.

3. Generating and evaluating multiple alternatives to the solution of the problem.
    a. Generating multiple courses of action or alternatives.
    b. Considering possible outcomes associated with each alternative.
    c. Calculating the probabilities of each outcome's occurrence.

    d. Determining criteria for the desirability of possible outcomes in relation to the desired state of affairs.

4. Selecting the most desirable alternatives for the solution of the problem, formulating plans for implementing these alternatives, and evaluating the alternative selected.
    a. Selecting the most desirable alternative based on established criteria.
    b. Selecting, on the basis of the same criteria, a second alternative for the solution of the problem to be used in the case of problems with implementation of the first choice alternative.
    c. Analyzing and evaluating the problem-solving process and the alternative chosen. This includes being adaptable to changing the solution if analysis indicates doing so.

ACTIVITY 6 SELF-EVALUATION OF DECISION-MAKING ABILITY

A pre-requisite to making decisions and solving problems is to know yourself in terms of your personal decision-making abilities. This exercise is designed to help you determine some of your personal decision making styles, strategies and strengths/weaknesses.

Step 1:

Determining ideal decision-making qualities. Choose a person that you have known in your life, (or have read about in a book, or a famous public figure) that you feel is a person who is able to direct his/her life in a very satisfying way and is also recognized and admired by others for the decisions they made.

Write the name of this person on a sheet of paper. Then list five qualities you perceive that person as having that may have some relationship to the person's ability to be a good decision-maker.

Step 2:

The workshop coordinator or a recorder chosen from the group will now compile a list of the many different qualities written down by the participants. This will be done in the form of brainstorming, with each participant announcing the qualities they have listed without discussion. A group of twelve or more people will typically come up with a list of 50 or more qualities for good decision-making.

Step 3:

Self-evaluation. From the master list, each person will now determine how they personally stack-up in decision-making abilities. Choose the 5-6 qualities which you feel are most like you and write these down as your decision-making attributes. Choose the 5-6 qualities which you feel are least like you, but which you would like to improve upon and jot them down also.

Step 4:

Pair-off with another participant or break into small groups of 3-4 people and discuss what you have found to be your decision-making strengths/weaknesses. Determine how you may best use your strengths and improve your weaknesses.

ACTIVITY 6 SELF-APPRAISAL OF DECISION-MAKING ABILITY

After the participants have read the initial decision-making text and the model, introduce Activity 6.

The purpose of this activity is to allow participants to look at some of the qualities and behaviors of an ideal decision-maker as they respond to a master-list of these qualities.

Below are some suggestions for ways you might facilitate this process:

Step 1:

To assist participants in determining an ideal decision-maker you might wish to give a few examples. Examples could include political leaders (Franklin Roosevelt, Jack Kennedy, Jimmy Carter) or military leaders (Napoleon, Patton) or leaders of movements that have had impact or made change in society (Martin Luther King, Ralph Nader). Another example might come from your own personal life which you might introduce in a way similar to the following. "I remember working for a principal who was well respected for..." or "My Mother was always looked to in our family when we had to deal with a crisis or reach a major decision..." Your example should help participants come up with their ideal, but be careful not to limit their choices by giving too narrow an example.

You might also add some examples of the type of qualities to be listed. Below are but a few possibilities:

...a confident person

...able to be objective

...cool in the face of pressure

...considerate of how others felt

...high degree of self awareness

...always knew what to expect

...unafraid to act

...critical or analytical

...listened to what others said

Step 2:

Use a chalk board or several sheets of newsprint to compile the many responses generated by participants. Do this as quickly as possible and without discussion other than the clarification of any ambiguous statements. Try to combine similar responses coming from different people.

Step 3:

Go over the instructions for the self-evaluation in this step and allow participants about 10 minutes to make their list of strengths and weaknesses.

Step 4:

The discussion can be the most important aspect of the entire exercise. Here participants have the opportunity to explore themselves and their own strengths and weaknesses. Letting participants discuss in pairs or threesomes will offer a better opportunity for pursuing the self-evaluation in much more depth than the use of larger groups. You might want to structure this discussion in order to facilitate a more meaningful interaction. For example: For three minutes one person will discuss their strengths and attributes while the second person listens, clarifies, or responds to what is being said but waits until their own time to discuss their qualities.

Another suggestion for further discussion at this point would be to ask participants in their small groups to come up with suggestions on ways to improve their decision-making abilities.

Time: 1 to 1½

Materials: Newsprint or chalk board
Markers
Pencils
Paper

OPTIONAL EXERCISES

A. Ask each individual to identify choice situations within the past few days or weeks where he/she responded as (1) an Ostrich, (2) a Great White Knight, and/or (3) a Sudden Sam. A follow-up discussion could focus on the various strategies and styles used for different types of situations.

B. Asking the group to create "additional" names for other strategies would be another alternative activity designed to accomplish the purpose of increasing awareness of personal decision-making styles.

ACTIVITY 7 AN OVERVIEW OF THE DECISION-MAKING MODEL

The goal of this activity is to show you how the decision-making model, introduced on the previous pages, can be applied to a real-life decision-making/problem solving situation.

The following script entitled The War on Ignorance, tells the story of how a boy named Bob comes to grips with his study problem. Listen carefully to the tape and read along in the script. The tape will be stopped several times to allow you to answer the questions written in the boxes at various points in the script. Please write your answers on a piece of paper.

DECISION MAKING

ACTIVITY 7 AN OVERVIEW OF THE DECISION-MAKING MODEL

1. A tape of The War on Ignorance should be made prior to the workshop. Script is included in the participant's manual. An alternative would be to allow participants to role-play the situation.
2. Instruct participants to refer to their copies of the script when necessary and to respond to the stimulus questions at each stopping point. (Stimulus questions are in the participant's script.)
3. After the group has listened to the tape and answered the questions concerning it, divide the group into groups of five or six people. Have the groups discuss the problem-solving method Bob used with the questions they answered at each stopping point functioning as a guide in their discussion. You may need to concentrate your efforts on maintaining task-orientation. Side issues may have a tendency to emerge in this exercise.

WAR ON IGNORANCE

Scene I: After the math test:

(ring of classroom bell, classroom noise)

Tim: Hey, Bob, how did you do on the test?

Bob: Not too well. How about you?

Tim: Pretty good, except for the last section. Overall the score was OK. Was yours really bad?

Bob: I think I missed almost half of the objectives.

Tim: (whistles) What happened?

Bob: I don't know. A lot of times my mind seems to go blank when I take tests. Also, I didn't really study very much. And the last test wasn't much better. Guess I'm not cut out to be a mathematician.

Tim: Oh well, don't take it too hard. Listen, if you can get the car, why don't you come over to the house tonight?

Bob: OK, see you later.

Scene II: At home

(rock and roll music is playing loudly. A door opens and closes.)

Father: Hi, Bob.

Bob: Oh, hi Dad.

Father: What are you up to?

Bob: Not much. Just listening to some new records.

Father: So I hear. Can you turn it down a little?
(music level down)
That's better.

Bob: Tim asked me to go over to his house. Can I use the car, please?

Father: Mmmm...I suppose, if your Mother doesn't need it.

Bob: Thanks, Dad.

Father: What's this?

Bob: Oh, that's just a copy of a math paper.

Father: This was a test?

Bob: Yeah.

Father: It looks like you missed a lot of the problems.

Bob: Yeah.

Father: (sternly): Doing poorly in school seems to be a habit with you.

Bob: I guess so.

Father: Why?

Bob: I don't know.

Father: (sighing): I've been meaning to talk to you about your school work for quite a while now...maybe this is the right time. You know we haven't pushed you. If you like, you can go on to college, or junior college. Or trade school, or right into a job. Whatever you decide you really want to do when you get out of high school will be fine with us. Anyway, chances are you'll be spending a couple of years in the service somewhere along the line. But what I'm saying is that no matter what you wind up doing, this kind of performance isn't going to help. Can you see that?

Bob: Yeah.

Father: Good. Then I want to see you do something about it. What seems to be the problem?

Bob: Well, you know I've never been a top student.

Father: And I'm not asking you to be one now. But I do know that you can do better than you are doing. Think about it.

Bob: OK.

Father: I've already said you could go to Tim's house, so go ahead, but after tonight you can forget about using the car until your work begins to show some improvement. As a matter of fact, after tonight forget about leaving the house at all for a while.

Bob: Aww, Dad, I...

Father: Now don't give me any arguments. When things have changed we can discuss it again. Is that understood?

Bob: Yeah...I'll see what I can figure out. I'm going to Tim's now, but I'll be back soon.

STOP NO. 1 When do you think Bob became aware that he had a problem?

Now that Bob is aware that there is a problem, there are all sorts of ways in which he might react to it. He could react impulsively by doing the first thing that he thinks of. He could admit that the problem exists but do nothing about it. That would be reacting passively. He could then avoid the problem by denying that there is a problem, or running away from the problem. Of course the best thing to do would be to decide to face it and work to solve it. See if you can recognize the way Bob reacts.

Scene III: Driving to Tim's house

(Car door opens and shuts, engine starts, sound of car driving continues during this sequence. Bob's voice, representing his thoughts, should have a light echo effect).

Bob: Well, this is another fine mess I've gotten myself into. I don't know what to do about it either...maybe I should just drop out of school. Then I wouldn't have a worry about tests and school and studying...of course, I would have to worry about finding a job and supporting myself...probably not too many jobs open for somebody who couldn't even finish high school...If the problem was just in math class, then I could just drop that class, but I'm not doing very well in any of my classes...Hmm!! Guess there isn't any easy way out of this one! But things can't stay the way they are--Dad's on my back, my teachers aren't very happy about me either, and I turn into a nervous wreck every time I have to take a test. On top of that I can't even do a good job of studying if I try. I've got to find some way of changing all that...Well, here's Tim's house...maybe I can get some ideas by talking to him.

(motor off; car door opens and closes)

Scene IV: Tim's house

(Doorbell rings, door opens)

Tim: Hi, Bob. Come on in.

Bob: Thanks.

Tim: You look like you just lost your last friend. What's wrong?

Bob: Don't ask.

Tim: Come on, what's up?

Bob: Well, for one thing, if my parents have their way, I won't be coming here for a while.

Tim: (laughing) Why? They don't approve of me?

Bob: They think you're fine. It's *me* they don't approve of.

Tim: What do you mean?

Bob: Well, you know I haven't been doing well at school, and when Dad saw how long I'm taking to complete math modules and how many objectives I'm missing in the tests he grounded me until I start doing better.

Tim: Wow. What are you going to do?

Bob: I'm not sure...I haven't been doing very well for quite a while...I thought if I just waited a while, things would get better, but they haven't. And if I want to use the car again, I'd better do something. If I can do better on the next module test, that would really help.

Tim: So you are going to cram for that one?

Bob: That would help, but cramming is really a pain; and when I do, I always forget everything right after the test...no, I think I'd better look farther ahead than just this test--I mean the problem is bigger than just one test.

Tim: Well, do you think that maybe it's just that you have hard teachers this year?

Bob: Not really. Oh, a couple of them are, but all my classes except physical education have been hard for me...I don't think I can blame it all on the teachers.

Tim: Still, it sounds like your parents are being pretty strict by grounding you...

Bob: Yeah, I was a little mad at Dad...for a minute I even thought about dropping out, and just getting away from it that way. Or I could be stubborn and try to get along without using the car, but it's not just being grounded that bothers me...the thing is that I know I'm not stupid. I'm no genius either, but at least I should be able to handle school work. It can't be that hard.

STOP NO. 2

1. Did Bob consider responding impulsively? When he considered that way of reacting, what did he almost do?
2. Did Bob consider reacting passively? What would he have done if he decided to do that?
3. What would Bob have done if he had decided to run away from or avoid the problem?
4. What factors influenced Bob to decide to work on the problem rather than to pick a way out like those above?

In the next part of the story, Bob will do two very important things. He will explain what he'd like things to be like if the problem were solved and he will make clear what things are like now. In addition to these two things, listen for the ways he points out the differences between the ideal state of affairs and the current situation in which he finds himself.

Tim: Well, what exactly is the problem?

Bob: I think probably there's a whole bunch of problems all tied together. For one thing, I don't really spend much time studying. I know I should spend more, but somehow I just never seem to get around to it...

Tim: Yeah, I know just what you mean...

Bob: And I suppose I feel kind of guilty about it, because I think about it even when I'm trying to have fun doing something else.

Tim: But I'm sure you do some studying...

Bob: Oh sure, but even than I can't concentrate on what I'm doing. After a few minutes something else catches my eye and I get sidetracked; it's not a very efficient way to study.

Tom: Well....

Bob: Another thing is that with a poor school record my future won't look too bright.

Tim: What about your future? What are you going to do when you finish high school?

Bob: I don't know. If I do fairly well in high school then I can probably get into a college if I want to. But the way things are now, I couldn't, even if I wanted to. And if I go right to work, whatever boss was going to hire me would want to see how well I'd applied myself in school. It's a problem I just can't get away from.

Tim: Of course if you go into the service I guess it won't make that much difference.

Bob: Even there you have to take all kinds of tests to see what you're going to be assigned to. I've heard that the ones who don't do well sometimes end up carrying rifles in the front lines.

Tim: It's probably not quite that bad, but I see what you mean.

Bob: And there's another thing: I want to go out for baseball this year, and you have to be doing OK in your classes to even try out.

Tim: So exactly what do you want to do about all this?

Bob: I know what I want, but not how I'm going to do it. I'd like to be able to be at least an average student. Then I'd have some self-respect, and it would keep my parents satisfied, and give me a crack at higher education if I wanted it. Also, I'd be able to try out for the baseball team, and have a better chance of getting a decent job if that's what I want when I finish high school. Also, I want to be able to take tests without going into a panic, and to be able to do well on them, but without spending all my time just studying.

Tim: I can see that things could be a lot better--but still, being a better student wouldn't end all your worries...

Bob: You're right; for example, I may still turn out to be a rotten baseball player and might not make the team even if I'm eligible to go out for it. But right now I'm not even in a position to find out--doing poorly in school is responsible for my being grounded, for my being ineligible for sports, and for the fact that my future doesn't look too good. Being a better student wouldn't put me on top of the world, but at least I wouldn't feel so boxed in.

STOP NO. 3

1. Describe how Bob wanted things to be.
2. What were the main things which he described as being the current situation in which he finds himself?
3. Specify exactly what you think the problem is. (Describe in detail the differences between the current situation and Bob's ideal.)

The second step in the decision-making model is searching for, evaluating, and using information which will help in solving a problem. By solving a problem you will be eliminating the differences between the current and the ideal situation. As the story continues, notice how Bob sets up a strategy for seeking information, how he evaluates both the information he gets and the source from which he gets the information.

Tim: I think I see now. I guess what you have to do now is to learn how to concentrate and study well so that your tests and your grades get better. And if you can do that, you and your parents and teachers will feel better about the situation, and you'll have more control over your life, like sports and what you do when you get done with school. Is that a fair summary?

Bob: That hits it right on the nose. Since you understand the problem so well, how about some help in solving it?

Tim: Well, you know I'm not a fantastic student myself. You could ask Larry, though--he does really well in most of his classes, and you know him pretty well, don't you?

Bob: Yea, that's a good idea. Let's see--who should know the most about how to study? A good student, like Larry. And there must be some good books about stuff like that. Also I think I'll ask Mr. Bowtry.

Tim: The counselor? The only times I've talked to him were at the beginning of the year, and that time I got into trouble for cutting science class.

Bob: I haven't talked to him much either, but I guess he's supposed to help students solve problems, and if there's one thing he should know about, it's studying. And maybe I could talk it over with my parents, too.

Tim: It's been awhile since they've been in school, hasn't it?

Bob: Yes, I don't think they'll be able to help in that way, but maybe they can keep my little brother off my back when I'm trying to study and things like that. And speaking of parents, mine will probably be really mad if I'm not back home pretty soon.

Tim: OK, I'll see you later. Good luck.

Bob: Thanks, see you tomorrow.

Scene 9. Following up

A. With Larry

(school hallroom sounds)

Bob: Hi, Larry.

Larry: Oh, hi, Bob. How's it going?

Bob: OK. Listen, can I talk to you for a few minutes?

Larry: Sure, what's on your mind?

Bob: Well, this may sound a little funny, but I'm having problems keeping up my grades, and I know you get pretty good grades and still have time for sports and stuff, so I was wondering if you could, well, maybe give me some advice...

Larry: I can try. I'm not really an expert, but there are a few special things I do. One is that I try to take really good notes in class and from the reading. It helps me to pay attention to what I'm doing, and once I have all the important points down I can concentrate on remembering and applying them. There are a few tricks to taking good notes that I can tell you.

(voice fades out) (music transition)

B. With Mr. Bowtry

Bob: Hi, Mr. Bowtry. Can I come in?

Mr. Bowtry: Sure, have a seat.

Bob: The reason I wanted to see you was to get some advice about studying...

Mr. Bowtry: That's a pleasant surprise!

Bob: How do you mean?

Mr. Bowtry: (chuckling) Just that usually the only chance I have of seeing students is when they get into trouble of one kind or another--but I'm very happy when a student comes to me for other kinds of help, because that's really what I'm here for...let's start by taking a look at your schedule and your outside activities...You seem to have an average work load, right?

Bob: Yes, I've been thinking about it a lot, and I think it's not that I have too much work, but just that I don't really know how to handle the work I do have...I can't seem to study very well...

Mr. Bowtry: That's really not such an unusual problem, Bob, and one of the things that the school does offer is a study period if you want it, so that you can study in a quiet atmosphere. There's always a teacher around to make sure that there aren't too many distractions, and he can also help you with your homework if you run into trouble with it.

Bob: That sounds like a good idea. At home I always start fooling around, especially if I come to a part in a book or in my homework that I can't understand.

Mr. Bowtry: Right. Of course, taking a study period is only one of many possibilities; I can tell you some more, and also remember that we have some excellent books in our library about study habits and things like that, which you also may want to consult.

(voice fades out) (musical transition)

C. Library

Girl: Can I help you?

Bob: Yes, I wonder where you have books about how to improve study habits...

Girl: We have a number of those. And incidentally, a lot of students find that doing their homework right here in the library helps. Why don't you come over to the card catalog and we'll see what books we can find that you may want to check out.

(voice fades out)

Scene VI. At home

Father: Well, Bob, how are you coming along?

Bob: Pretty good, Dad. I talked to Larry and to the counselor today, and checked out a couple of books, and now I'm going to get all the ideas and suggestions down on paper. Of course, some of the things I already know about, but a lot of them I didn't, and I can already pick out a few of the things I can try.

Father: Good. Your mother and I will do our best to keep it quiet around here when you're trying to study. And I thought of something else--maybe you should do the same by studying without having the radio or the stereo on. I think it distracts you.

Bob: One of the books I got mentions that, too. I thought that listening to music made studying easier, but I'll try it without for a while to see if it makes any difference.

Father: Fine.

STOP NO. 4

1. What sources did Bob decide to consult to get information to help him solve his problem?

2. What piece of information did Bob receive that was in conflict with what he thought was a good idea?

In the next portion of the tape, listen for Bob to outline several different ways of solving the problem. Thinking of alternatives is a very important part of problem solving. Also listen for Bob to consider the positive and negative aspects of each alternative and its outcome.

Scene VII. On the phone to Tim

(the phone rings--Tim's voice is muted to simulate his being on the other end of the phone)

Bob: Hello.

Tim: Hi, Bob. This is Tim. Just thought I'd find out how your war on ignorance is coming along.

Bob: I'm winning some of the battles, if not the whole war. I got everything together on paper. If I did everything that I've read about or heard about, I'd become a number one student--but I also wouldn't have time for little things like eating or sleeping.

Tim: Have you found a way to sort them out?

Bob: There are all kinds of possible combinations of the things I've learned, but after writing them all down and thinking it over, I think there are three ways I could attack the problem. First, I could just try to improve the way I've been studying, but without making any really drastic changes.

Tim: Like, what would that involve?

Bob: I'd continue to study at home and just try to do it without having the record player on, and without fooling around so much. I'd try to put the things I've learned about note-taking and stuff like that to use while still working at home.

Tim: That might work...

Bob: Yeah, it might, but I think maybe something more drastic is called for. That first plan would help, but it might not be enough. The second possibility is to take a study period at school and do some of my homework there, where I could ask for help whenever I need it. And whatever work I didn't get done in study hall, I could do in the library. I could go there on weekends, too, to review and study the week's lessons.

Tim: That's a pretty ambitious plan...

Bob: It would probably give the best results, but it might be too hard to keep up. I do want to leave some time for sports, watching TV, and going out. I'm not ready to give all that much.

STOP NO. 5

Make a list of the alternatives that Bob mapped out for himself and list the positive and negative aspects of each possible outcome. What criteria did Bob use in beginning to select alternatives?

In the next section you will see Bob choose one of the alternatives he outlined. As is always wise, he also will select a second choice or back-up alternative. When you select a back-up alternative, all is not lost if your first choice alternative doesn't work for some reason.

Tim: So I presume that plan number 3 is the magic one?

Bob: Unfortunately it's not magic, but I think it's the best one. I'm going to take the study period at school and then set aside a couple of hours every night to study at home. That way I have some time at school when I definitely won't be distracted and when I can ask a teacher questions, but I'll also get a chance to do some effective studying at home.

Tim: You're going to try to combine the two, right?

Bob: Right. I'll skim the reading assignments during study hall and ask questions then. That way I shouldn't have too much trouble when I re-read it and take notes at home.

Tim: Think you'll be able to concentrate at home?

Bob: I'm going to try studying each subject for just a half hour at a time at first, so that I don't lose interest, and I'm going to try to study for at least two hours a night.

Tim: Hope it works...

Bob: You and me both. It'll be great if it does, because I figure I can spare that much time and still do other things.

Tim: And if that doesn't work?

Bob: I figure that a couple of things might happen. Maybe at first I won't be able to stick to studying at home for even two hours at a time. If that happens I'll study for an hour then take a break before studying another hour. The other thing is that two hours may not be long enough. And if that's the case, then I'll try adding some hours, probably all of Sunday afternoon.

Tim: Sunday afternoons can be a drag anyway...all there is to do is think about the fact that Friday and Saturday nights are gone, and that there's a whole week of school ahead...usually there's nothing good on TV, even.

Bob: That's true. Anyway, I figure I'll give my first plan a chance for a month. Then, if necessary, I'll add the extra weekend hours and try that for a month. If all that doesn't work, then there must be something else wrong, and I guess I'd better go back to Mr. Bowtry to talk about it. But at least nobody will be able to say I'm not trying.

Tim: That's for sure. But what kind of results are you trying for?

Bob: Right now I just want to start improving. If after a month I still miss more than one or two objectives in each module, I'll know I need more work. Mr. Bowtry says that most of the time you panic on tests because you are afraid you didn't study enough, and that if you go into a test with self-confidence you're likely to do better.

Tim: Makes sense.

Bob: Listen, I think Mom wants to use the phone. Talk to you later, OK?

Tim: Right, Bye.

STOP NO. 6

1. Which alternative did Bob decide to follow?
2. What was his second choice alternative?

Finally, Bob will analyze his problem-solving process. In this way he will find out if his plan is working. If not, perhaps it needs to be changed, or he could switch to his second choice alternative. Analyzing his problem-solving process can also help him be better prepared to solve future problems.

Scene VIII. Talking to Larry

(hall noises)

Larry: Hey, Bob!

Bob: Hi, Larry. How are you?

Larry: I was just going to ask how the studies are going.

Bob: It's only been a week since I started, so it's too early to tell if my plan is working, but I'm trying. So far I've stuck to it; now it's a matter of time.

Larry: Good luck.

Bob: Thanks--and thanks again for your help.

Larry: Sure, anytime...

Scene IX. At home

Father: Hey, Bob, it's been almost a month now since you started your study program, hasn't it? How about a progress report--I want to see whether I was right in giving you back the use of the car part of the time.

Bob: Funny, I was just going to bring that up, especially since I'd like to borrow the car on Saturday night...Here are the copies of the results of a couple of tests I took last week.

Father: These look pretty good.

Bob: Yeah, and if I add a couple of hours on Sunday afternoon for review, I think that'll do it.

Father: Good. We've been pleased with the way you've kept up your plan. If you can go on for the rest of the year, you should be in pretty good shape.

Bob: Yeah...about the car.....

Father: OK, fine, you can use it.

Bob: Thanks!

STOP NO. 7

1. What indications did Bob have that his plan was working?
2. What changes in his plans did he decide to make?

Scene X. Talking to Tim

(the phone rings--Tim's voice is muted to simulate his being on the other end of the phone)

Bob: Hello.

Tim: Hi, Bob, Tim here. Since we got report cards today, I thought I'd find out how things came out.

Bob: Not bad. I completed two more modules than I thought I could and I'm only missing one or two objectives on each test.

Tim: Hey, that's quite an improvement!

Bob: Yeah, you already know that I got the use of the car again, and things are better all the way around at home. And I don't worry so much about tests, even though I still can't say I really enjoy 'em.

Tim: Well, that'd be asking too much...

Bob: I suppose...Of course now I have a little less free time, but you know I wasted a lot of time before. Even as it is, I still have some time left over, which is good. One of the reasons that I'm doing better is that the teachers know I'm trying, and they've been pretty helpful. Now I guess I have to keep it up if I want to keep getting results, but I think I can do it.

Tim: Glad to hear it...with my study habits, maybe I'll be asking you some advice myself before too long!

Bob: Well, I'll refer you to my sources. You know, it hasn't been all that easy to study more and all that, but at least I found out that when you need help with a problem there *are* people around who know what's going on and are willing to help if you're willing to ask.

Tim: Now all you need is to find somebody to help make you handsome, rich, and a star baseball player!

Bob: Hey! (laughing) One problem at a time!

AND NOW....

having listened to Bob's story you have some idea of how he applied the decision-making model to his problem. Your workshop coordinator will now lead a short discussion focusing on the questions you were asked at the various stops in the tape.

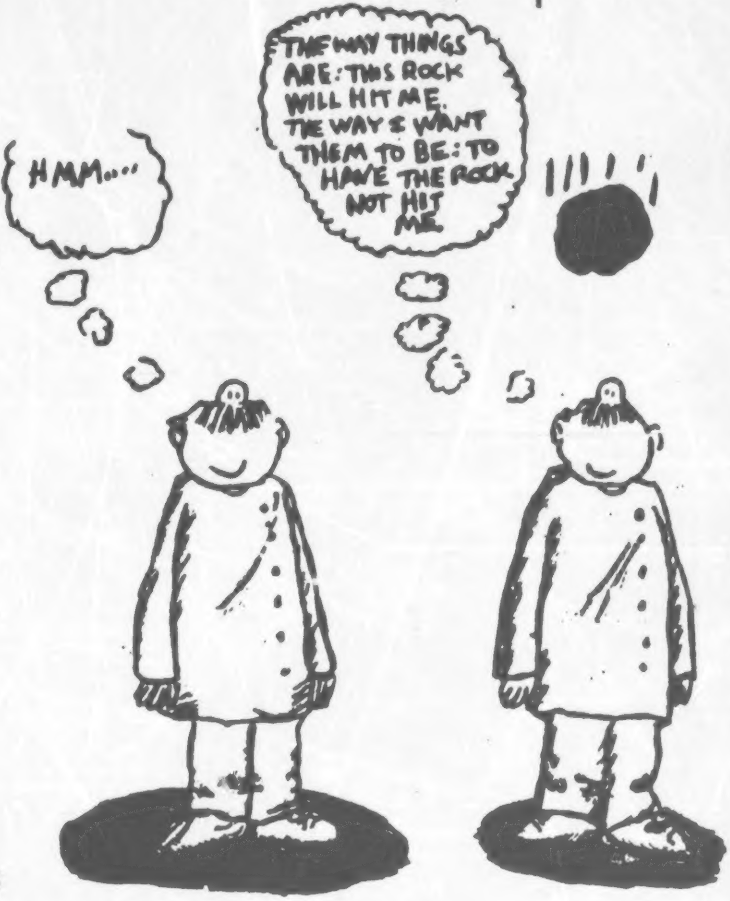
Activity 7, The War on Ignorance, was intended as an overview--an example of how the decision-making model can be applied to real-life situations. The following sections deal with the steps of the model in much more detail and provide more specific activities for your use in the process of experiencing and understanding decision-making.

We all have areas of concern about ourselves. These concerns are defined as problems only in the sense that they involve discrepancies between what exists now and a desired state of affairs. Some examples of areas of concern might be: losing weight, making new friends, learning to use time more efficiently, beginning an exercise program, becoming more assertive.

In moving systematically through the decision-making model, these areas of personal concern will be useful to you as basis for exercises allowing you, as participants, to experience the decision-making process.

STEP 1: IDENTIFYING THE PROBLEM

The first step in dealing with a problem is recognizing that it exists. This sounds obvious but it isn't always as easy as it sounds. Some problems make themselves immediately felt, while others may make their existence known only through a slightly uncomfortable feeling that you hardly notice. The more you understand about how you want your life and surroundings to be, (i.e. what you value) the easier it will be for you to recognize when a problem exists.


HMM...
THE WAY THINGS ARE: THIS ROCK WILL HIT ME. THE WAY I WANT THEM TO BE: TO HAVE THE ROCK NOT HIT ME.

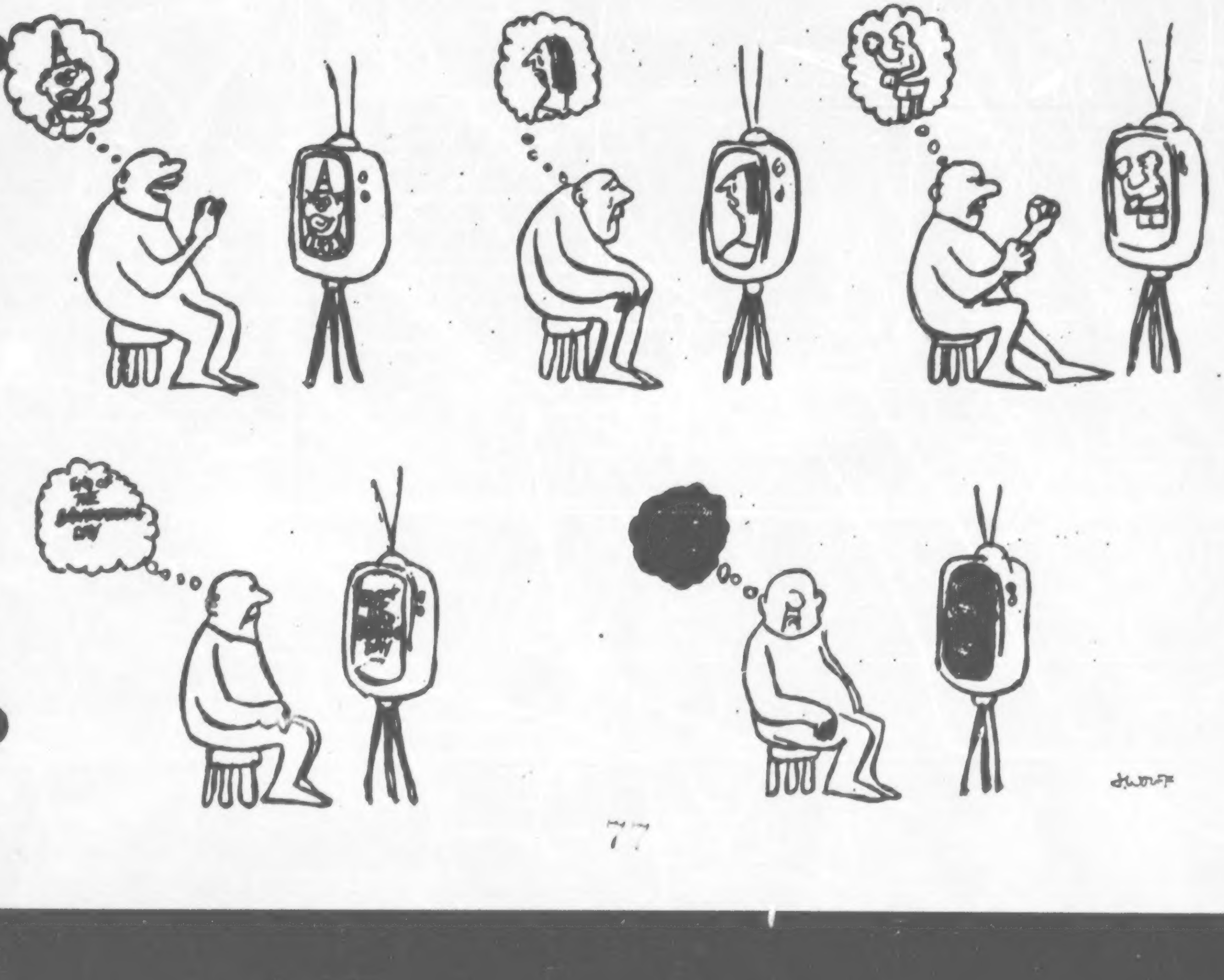
Perhaps the best way to recognize a problem is to sit down and ask yourself these questions:

...What is my life like at this time?

...Are there any parts of my life with which I'm not satisfied?

These questions are sometimes more easily answered if they are broken down and answered for the various segments or parts of your life, such as: occupation, relationships with others, recreational activities, financial situations, etc.

This section should help you identify and explore personal areas of concern.

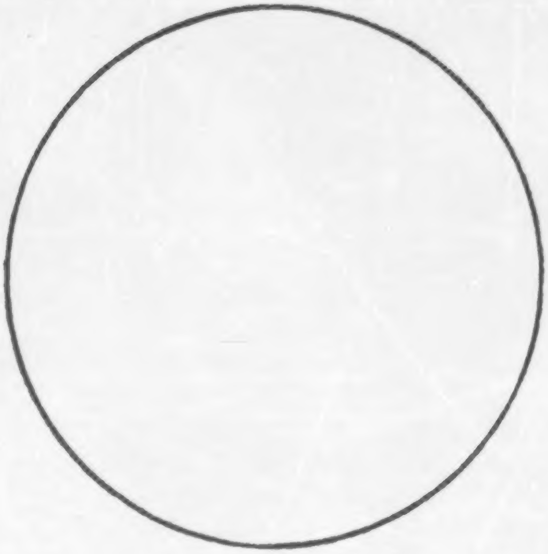


ACTIVITY 8 THE PIE OF LIFE

This activity simply asks you to inventory your life--to see how you actually spend your time, your money, etc., to answer the questions: "What is my life like at this time? and Are there any parts of my life with which I am not satisfied?"

Step 1:

Consider the circle or "pie" below the 24 hour period of a typical day.



Divide your circle into four quarters, representing six hours each. Use dotted lines for this division.

Now estimate the number of hours you spend in specific activities during your day. Some areas to consider are sleep, chores, work, family, hobbies, alone, etc.

Indicate these time allotments with solid lines on your circle.

Now break into small groups of 3-4 and discuss the following stimulus questions:

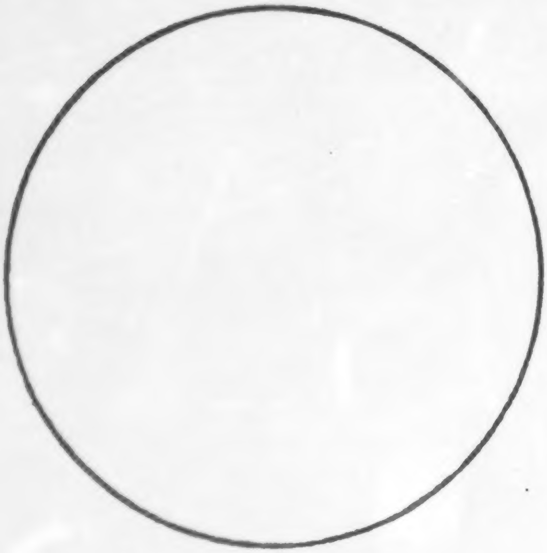
...Are you satisfied with the relative sizes of your slices?

...Ideally, how large would you want each slice to be? Draw your ideal pie.

...Consider the possibilities and consequences of changing the size of the slices you are not pleased with.

Step 2:

Consider the circle below as the total time you spend at work (5 hours, 8 hours, etc.)



Again, divide your circle using dotted lines, each section representing ¼ of the time spent at work. (Example ¼ of 8 hours = 2 hours per section.)

Estimate the number of hours spent in specific activities at work. Possibilities include filing, writing, housekeeping chores (calling roll, etc.), break time, etc.

Indicate these time allotments with solid lines.

Consider the previous stimulus questions again, this time for the specific time framework of your work day.

STEP 2: GATHERING AND EVALUATING INFORMATION AS A BASE FOR DECISION-MAKING

Often, when we begin looking for information about a problem, we are not sure exactly what information we really need; we may only be able to state in a general way what the problem is all about. For example, if Ira is not having any luck making friends, a lot of questions may pop into his head.

DO I HAVE DANDRUFF?
IS IT BECAUSE I STILL DON'T HAVE A MOTORCYCLE?
IS MY HAIR TOO SHORT?
TOO LONG?
TOO GREASY?
DO I HAVE BODY ODOR?
DO I HAVE EAR WAX?
IS IT BECAUSE I'M A BOBBY SHERMAN FAN?
BAD BREATH?
YELLOW TEETH?
WHAT DOES IT ALL MEAN?

Rather than panicking or getting depressed, Ira could decide to get information about his problem, but first he needs to know where to get the right kind of information.

IDENTIFYING THE PROBLEM

ACTIVITY 8 THE PIE OF LIFE

1. After the group has read the short action "Identifying the Problem", introduce Activity 8.
2. Allow participants approximately 15 minutes to complete the "Pie of Life" independently then break the larger groups into small groups of 3-4 participants. Discussion in these groups should be based on the stimulus questions given. Allow approximately 30 minutes for discussion.
3. Have the participants respond to the second part of the exercise individually. Allow 15 minutes. Instruct them to consider the same stimulus questions they respond to in their occupational "Pie of Life."

Time: 1 hour

Ira can see that his personality affects his social relationships, and he can begin to assess his own personal characteristics. The other people directly involved are the people he wants to have as friends. If he's got a lot of nerve, he might ask one of these people for an honest reason why he isn't well liked. Or maybe he can ask an old friend to discreetly find out for him. He may also ask someone who has good social abilities to give him some tips.

The key to finding useful information is to begin by knowing the major sources of information. Once you are aware of the broad categories of information sources, you can begin to see which specific sources might be useful in solving the particular problem you are working on.

INFORMATION SEARCH STRATEGY

At the same time that you are considering a wide range of sources, you can develop your strategy for how to use them by deciding the answers to these general questions:

1. With which part of my life is this problem concerned? (education and training, work, use of spare time, citizenship, relationships with family and friends? Some sources are relevant to some of these areas but not others).
2. What do I know about myself that is relevant to this problem? (What information do you have about your abilities,

interests, values, or personal and social behavior which might be important in considering the problem?"

3. What other people are directly involved in this problem? (Directly involved or likely to be affected by how you solve it?)
4. What other people have had experience with this type of problem and are in a position to give information about it? (These might include people who have written books and made tapes or films as well as those you may talk to directly.)

Answering these questions will provide you with an information search strategy, that is, a way to know which sources might be most appropriate to consult. By knowing into which category your problem falls, you will probably see that some types of sources are likely to know more than others about certain types of problems.

Uncle Joe may not know it all

The next step of your strategy is to see what kinds of information you can provide - if you can give yourself a lot of information, that may cut down on the number of other sources you need to consult. Next you ask yourself what others are directly involved in your problem, and you may want to get their help in solving the problem. Finally, you see what other sources, including printed, tape and film materials, may apply to your problem. The next few pages will help you to understand what the major information sources are.

THE MAJOR INFORMATION SOURCES

Sources of information can be divided into three general areas:

1. You - your ideas, impressions, and personal experiences. Only you know what things you want most to achieve. Since you know what some of your abilities and interests are, and how badly you want to reach certain goals, you can provide valuable information about many of your problems.

2. Other people - their ideas, suggestions, their personal experiences, and similar information.

   Other people can help, both directly and indirectly. Direct help from other people might involve information they have about you or the problem on which you are seeking information. Good friends, for example, are a source of information. They know many of your desires and they see your behavior from a different perspective. They may be able to suggest some changes you can make in your approach to the problem or some alternatives you haven't considered. Indirect help from other people might be in the form of a referral.

3. Impersonal printed, audio-visual materials - books, films, tapes, magazines, and other written and audio-visual materials. The third major source, published materials, can offer a terrific amount of helpful information on nearly any problem. Having to plow through all the available information can be rough. Several things can help you, however. First, you begin with at least a

general idea of what your problem is about, which narrows things down quite a bit. *Second*, you ask appropriate people to refer you to materials. For example, a librarian can help you use many information sources in the library.

ACTIVITY 9 SOURCES OF INFORMATION

The goal of this activity is to allow participants the opportunity to become aware of possible sources of information that are available for use in reaching a decision.

Read the activity "Sources of Information" and respond to the questions. Then break into small discussion groups of 4-6 to discuss your responses to the activity.

GATHERING INFORMATION AS A BASIS FOR DECISION-MAKING

ACTIVITY 9 SOURCES OF INFORMATION

1. After the participants have read the section on gathering information, introduce Activity 9. Allow 15-20 minutes for individual completion of the activity.
2. Break the large group into small groups of 4-6 persons and have them discuss briefly their responses to the activity. Allow 15 minutes for discussion.

Time: 30 minutes

SOURCES OF INFORMATION

Reid is currently employed in a seeking job that he took immediately after completing high school. The job pays well and Reid enjoys his work, but recently he has found out from his coworkers that he cannot advance to a higher level unless he receives a degree from a two-year college at least. Reid is about to be married and his wife-to-be wants him to continue his education, preferably at a four-year college. Reid's boss thinks he will need only two years of college to advance to the management level of his company. Reid's friends think that he has to decide for himself--and he has to consider the uncertainty of giving up a well-paying job for only the promise of possible advancement opportunities to supervisory and management levels. In giving a great deal of thought to the decision, Reid identifies the following sources of information that can help him decide whether to continue his education by going to a two- or four-year college.

THINGS TO THINK ABOUT:
Individual abilities
What is most important to him relating to work
What life style he desires in the future
What activities he really enjoys
What his immediate objectives are
What he wants in the future
What outcome he can expect if he gets more education
What the chances are of attaining the outcome that he desires the most
What other people he cares for want him to do
The advantages of his existing job as they relate to his values and goals
PEOPLE TO TALK TO:
Fiancee
Friends
Parents
Boss
College admissions officer
Relatives
THINGS TO READ:
College catalogs and guides to college
Occupational information
Information on job market now and in the future for his present job
Want ads in trade journals
Reports on jobs available to college graduates
THINGS TO DO:
Visit an employment agency
Send for and complete college application form
Visit two-and four-year colleges he might attend
Talk to people at the management and supervisory job level
Assess financial needs
Take any college entrance and placement tests that are required

If you were to try to help Reid choose three of the best sources of information, or those most likely to help him decide, which three would you choose?

Sources Why

1.____

2.____

3.____

What additional sources, not listed above, would you suggest that Reid investigate?

1.____

2.____

3.____

EVALUATING SOURCES

You have learned that it is important to use an information search strategy when you go after the information. You will find that sometimes you get conflicting information. One way to sort out which information you can best rely on is to evaluate your sources of information. Ideally, you will want to use sources that are informed and honest, sources which have reliable and relevant information. You will discover, however, that it is sometimes difficult to find such sources. There are three important questions you should ask yourself about any source of information:

1. Is the source reliable--does it usually give accurate information?

   Following are two examples of cases in which decisions were made on the basis of unreliable information.

   a. A student misses a meeting because he hears a rumor that it has been canceled.

   b. A man decides to buy an old car because the owner, who is a stranger to him, says it is in good condition.

2. Is the source relevant to your problem?

   Following are two examples of cases in which decision-makers collected useless or irrelevant information.

   a. A student takes an intelligence test to find out what musical instrument he should learn to play.

   b. A student reads occupational information that is now obsolete.

If a source of information doesn't answer any of the questions you have set out to answer, or doesn't suggest any new questions that you might have overlooked, then that source is probably not relevant to the solution of your problem.

3. Does the source have a bias concerning your problem?--is it likely to slant the information it gives you or purposely give you incomplete information?

   The following excerpt from Decisions and Outcomes (Gelatt, et. al., 1973) illustrates one type of bias--bias in advertising.

> Advertisers try very hard to present information that is personal and emotional. Why do they do this?
>
> Information that is personal and emotional has more power, more impact. Therefore, such information will have more influence on your decision-making. For example, a television advertisement shows a man shaving with a particular shaving cream and says that it feels "smooth and comfortable." This information is meant to influence men to choose that particular brand the next time they buy shaving cream. If this man is, for instance, a popular professional football player, many men will "identify" with him and be more likely to decide on that particular shaving cream.
>
> Is a shaving cream better for a man because a famous personality uses it or because an unknown Mr. Smith uses it? Would it be more valuable information if a neighbor used it and told the man it was "smooth"?

Some sources may have a bias, a special interest in causing you to believe or disbelieve certain facts by giving out selected information or in distorting information. Ask yourself, "Does this source have any motive that might prevent it from giving out truthful information?" A salesman, for example, might be more interested in telling you about the good points of his product than in telling you about its bad points. After all, in order to make a living, he has to sell you the product. In the same way, a magazine has to sell copies in order to stay in business, so it may distort the information in its articles to make them more exciting. Likewise, the editor of a newspaper may allow his own political likes and dislikes to influence that paper's coverage of a political campaign.

If you simply write off all sources which have some bias, you would find that you wouldn't have very many sources left. When you find a source, find out enough about it to give a good idea about what kind of bias it might have. If the bias is not relevant to the question you want answered, then you're safe. If it is relevant (and there aren't any unbiased or less-biased sources available) then get information anyway, but try to balance it with information from sources not likely to have the same kind of bias.

To sum up, you may evaluate any source by answering these questions:

1. Is the source reliable--that is, is it likely to possess accurate information and to have given accurate information in the past?
2. Is the source relevant to the problem?
3. Does the source have a bias relevant to your problem?

ACTIVITY 10

There are four statements listed below along with the source for each statement. On the basis of the information given about the source, discuss as a group whether or not you would believe the statement. If you choose not to believe a statement, discuss why not (e.g., you think the source is not qualified, not relevant, biased, or a combination of these).

1. The statement: cigarettes are not a health hazard.

   A leading cigarette maker claims that cigarettes are not a health hazard.

2. The statement: cigarettes are a health hazard.

   The U. S. Surgeon General (who is head of a government agency which is supposed to guard the public's health) claims that extensive research shows that cigarettes can cause cancer in humans.

3. The statement: Willy needs a new carburator.

   Willy's friend who is a mechanic, checked the carburator on Willy's car and says it has a broken valve which should be replaced.

4. The statement: Wilma should not try to pass algebra.

   Wilma's father told her that she doesn't have to worry about passing albegra because soon computers will make it so nobody has to worry about any kind of math. Her father sells insurance, and has not worked with computers.

ACTIVITY 10 EVALUATING SOURCES

1. After the participants have read the section on evaluating sources, including the parts dealing with realiability, relevance, and bias, introduce Activity 10.
2. Have participants carry out Activity 10 in groups of 6-8.
3. Allow 20 minutes for discussion.
4. Discussion should center around whether or not they believe a statement and reasons for doubting a statement (bias, irrelevance, unreliable, etc.)

Time: 20 minutes

ACTIVITY 11

As a group, or in small groups, discuss each of the People to Talk To, Things to Read, and Things to Do which were listed as sources for Reid in his information search in Activity 9 Sources of Information. Evaluate each source in terms of its reliability, relevance, and possible bias.

ACTIVITY 11

1. Organize into groups of 8-12.
2. Possibilities for organizing might include having three groups, one for each type of source mentioned in Activity 9 (People to talk to, Things to read, Things to do).

Time: 20 minutes

GENERATING ALTERNATIVE SOLUTIONS

There are generally several possible solutions to any problem. Generating various alternatives is very important in choosing the solution which will produce the most desirable outcomes and which has the greatest likelihood of success. In many situations, particularly in emotional crises, it sometimes seems to the entangled person that there are only one or two alternatives. If the person uses decision-making methods and considers all the possible options she/he can discover, she/he may find that there are more avenues open than supposed. Thus it is always important to generate as many alternative solutions as possible.

Brainstorming is a method of generating ideas in quantity and in a short period of time. Familiarize yourself with these five ground rules for brainstorming.*

1. Criticism or evaluation is not allowed. Simply place the idea before the group.
2. The session is to be open to any and all ideas--The wilder the better.
3. Quantity is very important. Express all ideas without screening them yourself. This will come later.
4. Feel free to build onto ideas already expressed or to make interesting combinations of ideas.
5. Limit yourself to one idea at a time so others can be heard.

* Napier, R. W. and Gershenfeld, M. K. Groups: Theory and Experience. Boston: Highton Mifflin, 1973.

ACTIVITY 12 BRAINSTORMING

An elementary school faculty in New York City decided that their students needed to know more about some of the beauties of nature. They contacted a distributor who had advertised butterfly sets containing 10 different kinds of butterflies mounted for viewing, and ordered 200 of the sets. When the order arrived, however, they had received by mistake 200 butterfly nets instead. Brainstorm some use for butterfly nets in an inner-city school.

GENERATING ALTERNATIVES

ACTIVITY 12 BRAINSTORMING

After discussing rules for brainstorming, conduct the brainstorming activity with the entire group. Assign a recorder to take down all ideas, preferably on a large piece of newsprint or the chalk board--make the list visible to participants.

Good brainstorming groups will come up with at least 25 ideas in a minute. If your group seems to have trouble getting started, try the optional brainstorming activity.

Time: 30 minutes

Materials: Newsprint or chalk board
Markers

OPTIONAL BRAINSTORMING EXERCISE

A logging camp in the North has always had trouble with equipment. Lately, however, workers have been expressing satisfaction with a foreign log pick used in turning logs. The foreman decides to order as many foreign log picks as possible. Not being adept at calling a foreign country, he gets a wrong number, and the accents prevent the callers from realizing the mix-up. Thus the foreman receives 2000 corn dog sticks by special delivery two weeks later. Brainstorm how corn dog sticks could be used in a logging camp.

SELECTING CRITERIA FOR DETERMINING DESIRABILITY OF OUTCOMES

In order to rank the probability of success of the various alternatives, you must first consider what the possible results or consequences of each alternative are. You must then consider how likely it is that the consequences will occur, and whether or not those consequences are desirable.

You must also consider how close a possible alternative comes to being the best solution to the problem. That is, how close do the consequences of a possible alternative come to the desired state of affairs?

In the final analysis, the criteria you use in ranking your alternatives will be based upon your personal values, the evaluation of the information which is available.

ACTIVITY 13 SETTING CRITERIA

Refer back to your brainstorming activity in Exercise 12. You are now going to go through a process of selecting the best idea from your brainstorming list. Before making any selections, however, you need to establish certain criteria upon which to make the selection.

Determine which of the two brainstorming problems your group will work on (butterfly nets or corn-dog sticks). Each person should then write down one or more criteria considered important for making this decision. Examples of criteria would include feasability, usefulness, uniqueness, cost saving, etc. Collect all of the possible criteria on newsprint or chalk board.

Each group member will then prioritize the top three choices as a selection criteria. Determine the total rating for each criteria by giving three points for each first choice, two points for a second choice and one point for third choice. Add up the total points and determine the selection criteria based upon the highest three point totals.

After the top three criteria for selection have been determined, quickly go through the brainstorming list and pick out the items which came closest to meeting the criteria. After the group has identified 4-8 items you may then discuss the items using the criteria as guidelines and make the final selection of best ideas.

ACTIVITY 13 SELECTING CRITERIA

The workshop coordinators role during this activity is to keep the group on the task of developing and determining selection criteria and then using this criteria to make a final selection.

Be familiar with the process as outlined in the manual and be ready to give examples and facilitate the process.

Time: 30-45 minutes

ACTIVITY 14

Step 1:

Divide into groups of three or four people. In your small groups, read the following vignette, which is taken from an activity in Decisions and Outcomes (Gelatt, et. al., 1973). Spend 10-15 minutes brainstorming about and writing down all the possible alternatives open to Jane. Consider the alternatives which Jane herself sees, as well as all the additional alternatives you can think of. Try to generate as many alternatives as possible. Then reassemble as a large group to share and discuss your lists with each other.

> Jane Johnson looked out the windows of the twenty-third floor plush law office where she was about to be interviewed for an important position with a prestigious firm. She was amazed at how close the section of town in which she grew up seemed from high in the building, and she thought to herself how near and yet how different it was. She wondered if the people living in those rundown tenements below ever looked into this huge building of steel and glass and wondered what was going on in it. Jane thought how long it seemed since she had gone away from a tenement and on to college because a counselor had helped her obtain a scholarship. After college, she had gone to law school. With five successful years in a respectable law firm behind her, she now had a chance to advance herself both professionally and financially in this new job. As she thought about how far she had come in the 12 years since she left that tenement building, she felt a bit uneasy. She suddenly remembered the many times she had promised herself that if she ever got to college and into a position where she could help people, she would do it. As a lawyer she knew there was a great deal of help she could give. In fact, she was reminded of it every day in the newspapers. But somehow, as the years passed, she seemed to move further from her pledge to help her people. Her financial obligations to help a younger brother and sister through college seemed to widen the gap between her recent actions and her pledge to be of service to society.

Now, she was going to be asked to take another step away from her promise. In this job, she would work in corporate law at a level far removed from those promises she knew existed in that bleak, depressed area of the city that had once been her home.

If she turned this job down now, it might be some time before she had a chance at something similar. In order to keep her promise she would have to explore alternative job possibilities, which she knew could never be as rewarding financially.

Step 2:

Return to the small groups which were formed for the last activity. For every alternative your group thought of for Jane's problem, discuss and write down the group's thoughts on each of the following items:

1. What are the probable consequences which would occur if Jane implemented this particular alternative?
2. What is the likelihood of each of these consequences occuring?
3. How close does the alternative come to being the best solution to the problem (i.e., how close do the consequences of this alternative come to the way Jane would like things to be ideally?)
4. What would Jane have to do in order to implement the alternative? How likely is she to do this (i.e., how difficult would it be to implement the alternative)? Consider such things as the group's perception of Jane's level of determination in discussing this item. Also consider how realistic the choice of each particular alternative would be.

Taking into account the group's discussion of all the items listed above, rank the alternatives from most desirable/achievable to least desirable/achievable. Reassemble as a large group and take turns sharing and discussing the top five alternatives proposed by each group.

ACTIVITY 14 JANE JOHNSON

Divide participants into groups of 3-4 for Step 1. Use stimulus statements in the participants' manual as basis for discussion.

Time: 45-60 minutes

GOAL SETTING

Have participants read the introduction to goal setting. Allow some time for discussion with the group on the relationship between value clarification, decision-making and goal setting.

IV. GOALS

Goal-setting is seen as the final stage of the content section of the planning package. The reason for clarifying values and developing decision-making and problem solving processes is to be able to plan and establish desirable life goals. This section will look at the ways you may proceed from value clarification and decision making to the development of clear life-planning goals.

A. GOAL SETTING PRINCIPLES

Goals relate to the first two sections of this manual, (value clarification and decision-making) in some important ways. Goals are a reflection of what we value. If a person values country club membership, expensive clothes and travel he/she is likely to seek a high paying job. Conversely, if a person enjoys the outdoors, country living, and is annoyed by crowds it is unlikely that he/she would desire a well-paying job if it required living in a large city.

Goals may also be seen as the flip-side of the problem-solving coin. If you identify a problem, something that you desire to have changed, the converse of the problem becomes the condition or goal you wish to attain. The decision-making problem-solving process, discussed in the last section, is a way to insure that you have made a wise decision in directing yourself toward a defined goal.

The following are seven principles considered important indexes for establishing good goal statements.

1. A goal should be attractive to the person, so that he/she is desirous and motivated to reach that goal. Upon reaching the goal the person would then receive some reward.
2. A goal should be within the realm of the person's abilities and attainable resources. In other words the goal should be accomplishable.
3. While a goal should be within the realm of reasonable attainment it should also be challenging enough so that the person may be able to reach toward achieving his/her potential.
4. The goal should be tangible in the sense of being clearly definable and measurable. You will know for sure when you have reached a measureable goal.

5. You should be aware of the possible impact of reaching toward and attaining a goal for yourself and others you interact with. Some goals require cooperation in relating to others in order to attain the goal, while others mean that if you reach the goal someone else will fail to reach the same goal. An example of a cooperative goal would be playing on a team together or planning a vacation with the family. A competitive goal might be running for political office or getting an advertised job where there are fifty applicants for one position. What are the possible consequences of each situation?

6. The person setting goals for him/her self should also assume responsibility for control of the decision and directions taken. If you establish goals for yourself, then you should be willing to take the credit for attaining the goal, but also accept responsibility for failing to attain the goals. Many people try to pass responsibility for their actions on to other people or forces,(i.e. the teacher didn't like me).

7. Short-term goals are related to long-term goals. Long-term goals involve a greater degree of deferred gratification meaning a delay of rewards which may be difficult when conflicting short-range goals reward the person for opposing behavior. An example of complimentary short-range and long-range goals would be the student wanting to be a veterinarian (long-range) who also desires to receive good grades, take appropriate courses, and do summer work in an animal hospital (short-range). A conflict might occur if a short-range goal for this student was to buy a new car which requires extra part-time work and less time for studies.

The following activities will look at several of these principles.

B. STRETCHING: DETERMINING GOAL SETTING STRATEGIES

ACTIVITY 15

The purpose of this activity is to determine how you may set goals that are reachable yet still stretch yourself toward developing your potential.

Your workshop coordinator will have made provisions for attaining a game such as a dart board, ring toss, or bean bag. If none of these games are available a wastebasket and several wadded balls of paper will suffice.

Each person will get a trial period in which they may try three shots or tosses at the target from three different distances. After the trial the person or a partner should record the results of their trial and the distance of each throw.

After studying your trial data establish a goal (score) that you will attempt to reach in an offical event allowing you three chances at the target. A bonus point is given for each five feet of distance from the target.

Complete this round for all participants and record your results.

Now answer the following questions:

...Did you attain your goal?
...If so, was it easy or difficult?
...If not, were you straining beyond your ability?
...If you were to change your goal now, which way would you change it?

Discuss what you have learned from this exercise with a group of 6-8 participants.

Four important characteristics of goals include: (1) observability- there are definite indications to show accomplishment of a goal, (2) specificity - you are able to clearly state without ambiguous concepts the terms of the goal, (3) attainability - a definite course of action can be described toward completing the goal, and (4) reward - reaching the goal will provide you with some valued outcome.

ACTIVITY 15 STRETCHING: WAYS TO DETERMINE GOAL SETTING STRATEGIES

As workshop coordinator you will need to make some preparation for this activity. As mentioned in the participant's manual if you have access to a dart board, ring toss, or bean bag game these can be excellent vehicles for demonstrating the goal setting process. However, if these are not available to you, use your inventiveness by letting a waste basket become a target and using paper balls or a similar throwable object.

It is also recommended that you use masking tape to mark off distances from the target. Three or four distances representing levels from about 5 to 20 feet will give participants several choices from which to make their throws.

Of course, the important part of the activity is the discussion. You will expect to find in any group that some people will set very safe, easily attainable goals, while others will attempt goals that could be reached only with sheer luck. The importance of your role will be to try to bring out these behaviors in the discussion so people will begin to understand their need for safety, or their desire for chance and can begin to learn realistic ways to plan.

Further stimulus discussion can be provided by asking participants what they learned in this activity and how it relates to other goals in their life.

Time for this activity will vary with the number of participants, but 1 hour to 1½ hours should be enough for stimulation of thinking to occur.

C. WRITING GOAL STATEMENTS

ACTIVITY 16

The purpose of this activity is to improve the participants' ability to write meaningful goal statements.

Step 1:

Each workshop participant is to write down two goal statements concerning anything you would like to attain/accomplish by your next birthday. Fill in the spaces below:

(1) My goal is ____

____

____

____

____

____

(2) My second goal is ______________________________________

____

____

____

____

____

Step 2:

Put the goal statements in a hat and let each person pick out one that is not their own. Each participant is then to evaluate the goals on the basis of a rating scale given below for each of the four critera given on the chart on the next page.

Rating Scale

4 = Meets criteria extremely well

3 = Meets criteria fairly well

2 = Meets criteria in part only

1 = Does not meet criteria at all

CRITERIA

(1) Observable - You will know by definite signs when you have met the goal.

(2) Specific - Statement includes clear definable conditions for measuring the goal.

(3) Rewarding - The goal will be sttractive and you will receive some value for attaining the goal.

(4) Attainable - You can outline a definite reasonable course of action for completing this goal in the given time period.

Goal 1: ____________________

____

____

Suggested Improvements: ________

____

____

Goal 2: ____________________

____

____

Suggested Improvements: ________

____

____

Step 3:

After you have evaluated another's goal statement on these criteria try to determine ways to improve the goal statement to meet the above criteria. Discuss the improvements within the group.

ACTIVITY 16 WRITING GOAL STATEMENTS

Have participants read the introduction and ask them to discuss the meaning of the four characteristics for good goal statements. (5-10 minutes)

Instruct participants to individually establish two goals they would like to personally accomplish by their next birthday. You might comment that most of us will make promises or resolutions (like New Year's resolutions) which we would like to keep but for some reason never quite fulfill. These are goals which may not be carefully planned and considered for the how, why, and what of the goal. Tell participants to go ahead and write their goal statement being as complete as possible at this point in the exercise, but to be aware that the main intention is to show each person how to improve their statements. The critiqueing and correcting process is a way to help each other write and attain goals and is not intended to negetively criticize or put-down these statements.

During Step 2, you might find it advantageous to walk through an example of improving goal statements. Below is an example you could use.

Original statement:

"My goal is to lose weight so I won't feel so fat by my next birthday."

Improvements:

"My goal is to lose 15-20 pounds which would in turn decrease my waist size by two inches. I would go on a diet plan intended to lose 2-3 pounds a week over a two month period. During this time, I will keep records of my progress and maintain additional physical activity to complement my diet losses. In three months when I have reduced and maintained the weight loss, I intend to buy a new (dress, suit, coat) in a size smaller than I am now wearing. I anticipate that I will feel more energy, be happier about myself, and look better to others when I have lost this weight."

Give the group about 30 minutes to discuss the ways to improve their statements so that each person will have at least one goal statement.

Time: 1 hour 30 minutes

If a source of information doesn't answer any of the questions you have set out to answer, or doesn't suggest any new questions that you might have overlooked, then that source is probably not relevant to the solution of your problem.

3. Does the source have a bias concerning your problem?--is it likely to slant the information it gives you or purposely give you incomplete information?

   The following excerpt from Decisions and Outcomes (Gelatt, et. al., 1973) illustrates one type of bias--bias in advertising.

   > Advertisers try very hard to present information that is personal and emotional. Why do they do this?
   >
   > Information that is personal and emotional has more power, more impact. Therefore, such information will have more influence on your decision-making. For example, a television advertisement shows a man shaving with a particular shaving cream and says that it feels "smooth and comfortable." This information is meant to influence men to choose that particular brand the next time they buy shaving cream. If this man is, for instance, a popular professional football player, many men will "identify" with him and be more likely to decide on that particular shaving cream.
   >
   > Is a shaving cream better for a man because a famous personality uses it or because an unknown Mr. Smith uses it? Would it be more valuable information if a neighbor used it and told the man it was "smooth"?

   Some sources may have a bias, a special interest in causing you to believe or disbelieve certain facts by giving out selected information or in distorting information. Ask yourself, "Does this source have any motive that might

To accomplish even very personal goals we most often interact with other people in ways that will either push us toward or prevent us from reaching our goals. The effects of cooperative and competitive behavior have been defined by Deutsch (1949) as:

Cooperative situation - one in which the goals for all individuals or sub units in a larger group situation may be reached and may further be interrelated and dependent upon others for success (example of this would be members of a baseball team trying to win a game)

Competitive situation - a situation in which if one individual or sub unit reaches a goal then other individuals or sub units will be prevented from reaching their goal (an example is a class being graded on the curve)

ACTIVITY 17 COMPETITIVE VS. COOPERATIVE GOAL BEHAVIOR

The intent of this activity is to demonstrate how the forces of interpersonal cooperation and competition influences goal attainment.

Step 1:

Participants are to be divided into groups of 4-6. Each group will be given an allotted supply of building materials, (This will include materials like plates, cups, straws, paper clips, paper, etc.) The goal of each group will be to build a structure symbolizing the future of education. This structure will be judged on the basis of a) aesthetic value, (b) sturdiness and (c) originality. A prize will be awarded to the group judged the best in these categories, you will have 45 minutes to complete your structure. GROUPS MAY TRADE SUPPLIES WITH OTHER GROUPS AND NEGOTIATE WITH THEM IN ANY WAY DESIRED.

Step 2:

After the structure and judging have been completed answer and discuss the following questions with the entire workshop group.

1. How did your group work together? Did people take different roles; initiators, coordinators, workers, etc. Was cooperation between group members evidenced? How? How did you feel about your group product? Was your product better or worse than if you would have worked separately.

2. What was your reaction to the other group(s)? Were you more aware of competition with them? Did you trade, talk, or cooperate in any way with the other groups? How did you feel when your group won/lost?

3. What did you learn from this activity? What are the effects? Cooperation? Of competition on goal accomplishment?

ACTIVITY 17 COMPETITIVE VS COOPERATIVE GOAL BEHAVIOR

In Step 1 divide your total workshop into sub-groups of 4-6. It is important to have at least two groups for this activity and that they be within proximity of each other so they can see what is happening in the opposite group.

Read over the instructions with the participants and take time to clarify any questions. For each group you need to prepare in advance a box of supplies. Try to equally divide materials such as: paper plates, paper cups, plastic straws, construction paper, paper clips, scissors, tape. For an added wrinkle, you might have only one pair of scissors and announce that it will go to the group with the red token (prepare a red disc from construction paper and put it in one box). Emphasize that any group may trade or exchange with another group, but that they are competing for the prize. (The prize could be a blue ribbon or a box of candy or what ever you come up with.) Put a 45 minute time limit on the building stage of this activity and inform the group at intervals as to how much time is left.

You or a panel of judges (it might be good to have an outsider come in to judge) take 5-10 minutes to judge the results. Sometimes the group is given a break while the judging takes place, but observe how they will carefully watch the judging activity.

Use the discussion questions in the manual to process the activity with the entire workshop. While processing with the total group you might still wish to ask questions of each task group and compare some of the differences in their interaction (i.e. the differences in feeling between the group that won and the group(s) that lost).

Time: 1½ to 2 hours

D. ACCEPTING RESPONSIBILITY FOR YOUR OWN GOAL DIRECTED BEHAVIOR

ACTIVITY 18

The purpose of this activity is to stimulate discussion of how a self-directed individual will accept responsibility, or "own", the consequences of their goal oriented behavior.

Step 1:

Read the following vignettes and discuss the differences in owning behavior between the two people.

1. Albert had an Irish setter. When he got the dog as a pup, he took it everywhere and played with it quite a bit but as the dog grew, he got interested in other things. He fed it and gave it a bath occasionally, but paid very little attention to it. One weekend he left it adequate food and went hiking all weekend. When he got home, the dog was dehydrated and sick because it had been a very hot weekend. When the dog died, Albert's friend George, who owned the dog's mother, got very angry at Albert for neglecting his pet. Albert said that it wasn't his fault--it was an accident.
2. Charlotte agreed in May that she would sing a solo in church in late July. During May and June, she went on two brief vacations, got very busy at work, and otherwise got so involved in meeting other demands that she forgot about her approaching solo. When the minister called to ask what she would sing, she had only three days left in which to prepare her song. She got an accompanist and practiced several hours. She was very disappointed in her performance. She resolved that next time she would write all her engagements on a calendar so that she wouldn't forget them. She also decided that she would make sure that she prepared well for her performance in the future.

Also as a group, discuss any other examples of owning behavior you can think of from your personal experience.

ACTIVITY 18 ACCEPTING RESPONSIBILITY FOR YOUR OWN GOAL SETTING BEHAVIOR

Have the group read this section. Included in this section are two vignettes. Lead the group in a five or ten minute discussion about the differences in owning behavior between Albert's reaction to his dog's death and Charlotte's reaction to the success of her solo.

(Note: These two vignettes could be put on tape.)

Have the participants discuss any examples of owning behavior which they can think of from their own experience.

AN ALTERNATIVE ACTIVITY:

Setting Goals May Also Require Delay of Gratification

Most goals in life require sacrifice. Sacrifice is another way of saying that people often must do without something they want now in order to get something they want even more later. Part of planning to reach goals is preparing oneself to make the necessary sacrifices. There are many examples of this in life: Some individuals devote themselves to their careers and have little time for recreation; other individuals cut down on "extras" to save money for the things they want. One aspect of a mature person is being able to forego current desires in order to reach a long-term goal.

Activity: Individually, write down two recent instances in which you delayed your immediate gratification so that you could achieve a long-term goal. Share your instances with the group. Discuss how the delay of gratificationmade you feel. Was it worth it? How often do you do it?

ALTERNATIVE ACTIVITY

SETTING GOALS MAY ALSO REQUIRE DELAY OF GRATIFICATION

Have the group read the section on goals and gratification delay. Lead the group in discussing the occasional necessity of delaying the fulfillment of immediate desires so that long-range, major desires can be realized. Then have each participant write down two cases in which she/he has delayed her/his immediate gratification so that she/he could achieve a long-range goal. Possible questions: (1) Was it worth it? (2) How did they feel about it? (3) How often do they do it? Allot 30 minutes for this activity. (This can be done either in the large-group or in small-group discussions).

V. IMPLEMENTATION STRATEGIES

The task of implementing a comprehensive program of activities focused on development of students' planning skills is formidable, and yet important. Too often, workshops on values clarification or decision making lead to little program change in the participants' own schools. While there are probably several reasons for this lack of generalization, the most common one is that workshops are usually limited to "awareness" level objectives because of time parameters and follow up opportunities. This workshop has been designed to help participants go beyond the awareness level to the personalization and implementation level. The purpose of this section is to maximize the generalization of the workshop experience to the career guidance program. Thus, this section contains exercises for planning implementation strategies and techniques. To insure the development of a comprehensive career guidance program, implementation strategies are to be developed in each of the four basic career guidance process areas - Curriculum-Based Strategies, On-Call/Responsive Services, Individual Development Responsibilities, and System Support Services.

a Quality Control System

The Curriculum-Based Strategies which follow reflect the assumption that there are basic career guidance understandings and skills in the area of life career planning which all individuals need. Goal achievement is dependent upon regular and systematic contact through the curriculum. On-Call Responsive Services are characterized by such direct career guidance processes as individual and group counseling focused on life career planning. For these processes to be effective, student goals, decisions and values must be identified and developed. The Individual Development Responsibilities component consists of processes which are designed to facilitate the personal development of each child through systematic personal contacts. Each student needs someone in the school who is personally familiar and responsible for him/her and can provide significant help in the life career planning process. The System Support Services component is comprised of such indirect processes as curriculum planning, staff development, community involvement and administrative-type record keeping.

The following activities are designed to help you facilitate students' development of planning skills through processes in each of the above areas.

ACTIVITY 19 A. CURRICULUM BASED STRATEGIES
(Infusion)

Purpose: To develop awareness of personal decision-making practices.

Activity: Working individually, make a list of the decisions you made today (this week, this quarter or semester) which directly affected the population of your school (students, teachers, administrators, secretaries, maintenance people, cafeteria workers, etc.).

When all lists are completed, your leader will provide further directions.

ACTIVITY 19

1. You may want to provide the group with some examples of the types of decisions which they may have made; i.e., lesson plans, bulletin board displays, extra-curricular activities--attendance, etc.

2. Allow 15 minutes maximum for participants to complete their lists of decisions.

3. After all lists are completed, tell participants to:

   a. check (x) the decisions they discussed with peers or some higher authority before making.

   b. double check (xx) the decisions they made after discussing the alternatives with the students.

   c. star (*) the decisions they could have discussed with the students, but didn't.

4. Lead a group discussion concerning the implementations of the results of this activity.

OPTIONAL ACTIVITIES

5. If this activity was especially productive you may want to design alternative exercises for (a) plans that each made recently, (b) goals each has set, and (c) values or values conflicts each has confronted. The purpose of these activities is to encourage each workshop participant to personalize the content of the planning skills area.

ACTIVITY 20 B. CURRICULUM BASED STRATEGIES

Purpose: To provide participants with practice in identifying various methods of involving students in the decision-making process.

Activity:

1. Divide into small groups with 4 or 5 participants in each small group.
2. Compile a list of the situations which have occurred or could occur in your school or classes where students should be allowed to take a more active part in the decision-making processes.
3. Choose one situation from #2, and discuss the following with the members of your small group:
    a. Why should the students have a more active part in the decision-making process in this particular situation?
    b. List several alternative methods of involving students in this decision-making process.
    c. What might be the consequences of each situation?
    d. List the alternative you believe to be the most feasible.
4. After returning to the large group, one person from each small group will share the following with the large group:
    a. Describe the situation you chose from #2 above.
    b. Read to the large group the method of student involvement your group decided would be most feasible.
    c. The large group will respond to the choices each small group made.

ACTIVITY 20

Move around among the small groups while they work together through this activity and see that group progress is not interrupted by confusion over directions or off-tract discussions. You may want to add some general comments for their consideration when they reach 3b, where they are listing alternative involvement methods. Feasible alternatives would include:

. . . Classes on decision-making using CEEB's materials, Deciding or Decisions and Outcomes.

. . . Semester or quarter classes on values clarification using Simon's books and Kohlberg's strategies.

. . . Special units on goals, values or decisions in such regular curriculum areas as language arts and/or social studies.

During the final large group presentations, encourage constructive evaluation of the small group decisions.

ACTIVITY 21 C. ON-CALL/RESPONSIVE SERVICES

Purpose: To provide participants an opportunity to explore the goals, decisions and values which confront students in grades 7-12.

Activity:

1. You may work individually or in small groups.
2. Choose one grade level (7-12) and generate a list which includes:
    a. goals which students in your grade level need to set (long range and short range).
    b. decisions which students in your grade level need to make.
    c. values which students in your grade level need to identify and clarify.
3. Share your list with the total group.

ACTIVITY 21

1. If the participants decide to work in small groups, then each small group should work on a different grade level.
2. When sharing their lists, participants should be encouraged to discuss any discrepancies which seem to be conflicting.
3. If possible, you might generate a "consensus" list of each area for a single grade level.
4. As a final step, ask the participants to brainstorm (as a group) ways in which the Career Guidance Center (or similar facility) can be modified to provide activities related to the above "consensus" list of goals, decisions and values.

OPTIONAL ACTIVITY

1. Divide participants into small groups with each group containing 4 or 5 participants.
2. Tell the small groups to design a values clarification or decision-making exercise.
3. Each small group should then conduct the exercise which they designed with the total workshop.

D. INDIVIDUAL DEVELOPMENT RESPONSIBILITIES

ACTIVITY 22

Purpose: To provide participants with experience in preparing activities which assist students in developing planning skills.

Activity: Working individually, either adapt/adopt an activity in this package and develop a plan for implementing the activity for use with students or design an original activity for student participation. The activity must:

1. Develop student skills in curriculum planning.
2. Include provisions for reaching all interested students in the school population.
3. Be feasible with regard to time, cost and facility limitations.

Share your activity with the total workshop.

ACTIVITY 22

The major task is to develop a comprehensive plan for implementing the activity in such a way that each student will be involved.

ACTIVITY 23 E. SYSTEM SUPPORT SERVICES

Purpose: To determine participant skills in adapting and/or designing a workshop on student planning skills for parents.

Activity: Working individually, you will design a workshop for parents which will:

1. Inform parents about the efforts of school personnel to develop student planning skills.
2. Create parental awareness of opportunities in the home for developing a child's planning skills.
3. Provide opportunity for parents to develop skills for increasing the planning skills of their own children.

In developing this workshop you may:

1. Adapt/adopt activities in this package for use with parents.
2. Design original activities for developing parental skills in helping children become better planners.
3. Design any appropriate time parameters for your workshop (a day, a weekend, a week, etc.).

ACTIVITY 22

The major task is to develop a comprehensive plan for implementing the activity in such a way that each student will be involved.

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1. Inform parents about the efforts of school personnel to develop student planning skills.
2. Create parental awareness of opportunities in the home for developing a child's planning skills.
3. Provide opportunity for parents to develop skills for increasing the planning skills of their own children.

In developing this workshop you may:

1. Adapt/adopt activities in this package for use with parents.
2. Design original activities for developing parental skills in helping children become better planners.
3. Design any appropriate time parameters for your workshop (a day, a weekend, a week, etc.).

ACTIVITY 23

An indirect method of helping students develop planning skills is to work with the parents of students. The basic point to stress in the workshop is that students need experience in making plans and in making decisions.

VI. SUMMARY

Life planning requires values clarification, decision-making and goal setting. If we want to maximize both freedom of choice and control over choice in our lives we must first determine our priority values, and explore the reasons for and against those values. Along with clarifying our values, when we have a particular decision to make we need to seek information from all relevant sources related to that decision, evaluate the information, and generate all the possible alternatives. Once the alternatives are clear, we rank them in order of desirability and probable outcome. We then decide which alternatives are most feasible and desirable.

Having chosen an alternative, we should set whatever goals are necessary for achieving the chosen alternative. A major goal can be divided into short-term and long-term targets - a final destination, and several points along the way that will lead to the destination. Planning to attain goals also requires an understanding of what we will have to do to achieve the goals; what sacrifices, efforts and attitudes will be necessary. Systematic planning increases our chances of obtaining outcomes which reflect our values and satisfy our needs.

SUMMARY

Have the participants read the final summary section on planning. Lead the participants in a 15 minute discussion of the relationship between goals, decision making, and values.

Assessment 1:

Have the participants describe individually in oral or written form two benefits of personal goal setting as well as two criteria for establishing good goals.

Assessment 2:

Have the participants write a brief description of the relationship between values clarification, decision making, and goal setting. Have them describe the importance of each of the three to life planning sections. Have them select a personal goal, list their values related to that goal, describe their decision making processes, and select a plan which will lead to achieving that goal. Allot one hour for this activity.

ACTIVITY 24 A. WORKSHOP OBJECTIVES

These objectives may serve as supplementary suggestions for summary activities, as examples of alternative implementation exercises, or as assessment tasks for purposes of evaluating workshop learning.

ACTIVITY 25 B. ASSESSMENT EXERCISE: GOAL SETTING

Attitude Objective

The participant will be able to affirm the importance of goal setting, values clarification, and decision making abilities in life and provide an example from her/his own life that illustrates the importance of the use of planning abilities. This affirmation acceptance will also be judged by positive responses on an attitude questionnaire.

ACTIVITY 26 ASSESSMENT EXERCISE: PLANNING SKILLS

Knowledge Objectives

These objectives cover topics and information which are related to an understanding of the entire area of planning. Achievement of these objectives will aid the participants in identifying desired student outcomes for the subject area, and in choosing and developing strategies for achieving those outcomes.

A. The participant will be able to write a brief paragraph on each of the following: (1) the sources of value development, (2) the relationship between values and actions, (3) how values can be clarified, and (4) the purpose of values clarification. Each paragraph should have two examples illustrating the concept being discussed.

B. The participant will be able to list and illustrate the steps in a recommended decision making model as outlined in the text of the manual.

C. The participant will be able to describe in oral or written form two benefits of personal goal setting (e.g., helps the individual carry out and reinforce her/his values, helps the individual gain personal freedom or control over her/his life, helps give the individual a sense of purpose or meaning in her/his life) as well as two responsibilities which come from goal setting (e.g., owning behavior, gratification delay). Two examples of each of the benefits and responsibilities should be included.

D. The participant will be able to write a brief description of the relationship between values clarification, decision making, and goal setting. She/he will describe the importance of each of the three to life planning. She/he will select a personal goal, list her/his values related to that goal, describe her/his decision making process and select a plan which will lead to achieving that goal.

A-1. Skill Objective: The participant will be able to prepare a written or oral rationale to present to a group of teachers which will attempt to enlist their support of this "infusion" program. The rationale will describe this program, list at least four values of such a program for students, and provide three possible objectives students might achieve in the program. The workshop coordinator will certify that the statement of rationale meets the above criteria.

A-2. Application Objective: The participant will be able to develop a plan for how teachers can be encouraged to infuse planning questions into their academic courses. The plan must include which teachers she/he will work with, how she/he will describe the program to them (individually, small groups, large groups), when she/he will train them, and what type of monitoring or evaluation she/he will use. The workshop coordinator will certify that the plan meets the above standards.

B-1. Skill Objective: The participant will be able to write a brief description to be sent home to parents. The description will orient them to the recommended decision-making model, list three goals the parents could help their children to achieve, and five ways in which decision making can be practiced by children in the home. The workshop coordinator will certify that the description includes the above criteria.

B-2. Application Objective: The participant will develop a plan for implementing a workshop for parents in her/his own setting. The plan will include at least: (1) which parents to work with and what number of them will be involved, (2) when parents will be informed of the strategy, (3) who will develop the summary form, (4) what format the summary will have, and (5) when the summary will be sent home and collected.

C-1. Skill objective: The participant will be able to pick a topic for discussion from a given list (e.g., honesty, creativity, materialism) and will be able to guide a group in discussing their personal values as they relate to the selected topic. The group will speculate as to how their values related to the topic would help or hinder them in functioning in specific careers. An attitude of acceptance will be maintained towards all ideas, and group members will be permitted to comment freely on the ideas presented. The participant will be rated on this by other participants using a criteria checklist.

C-2. Application Objective: The participant will be able to plan a schedule which will permit all interested students to participate in group counseling values exploration sessions during the course of a school year. The plan must include (1) a design for conducting group values exploration sessions and possible group activities, (2) how students will be notified that the group values counseling sessions will be available, (3) how many students per group there should be, (4) when the groups will meet--for how long each session and for how many sessions, and (5) where the groups will meet. The workshop coordinator will certify that the plan meets the above standards.

D-1. Skill Objective: Each participant will counsel one other member of the group, helping the person to select a goal she/he would like to achieve, examining and clarifying her/his values that relate to the goal, select a short-term goal that will lead towards attaining the long-term goal, and plan a series of steps which will lead to the short-term and then to the long-term goal. The participant's ability to do this will be judged by a fellow workshop participant who observes the interaction using a criteria checklist.

D-2. Application Objective: The participant will outline a plan for implementing the strategy in her/his own setting. The plan will include (1) the number of guidance personnel available (including teachers and administrators), (2) the number of students assigned to each and a method for assigning them, (3) a schedule for contacting students to set up a session in which they select a goal and outline a goal achievement strategy and a session in which they clarify their values relating to the goal, (4) a schedule for monitoring the progress students are making on achieving their goal, and (5) how the guidance personnel will be trained. The workshop coordinator will certify that the plan meets standards related to each of these parts.

ACTIVITY 27 ATTITUDE ASSESSMENT

Postassessment Attitude Survey

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. Most actions are not motivated by values.				
2. Clarifying one's values helps one to know oneself better and understand one's actions better.				
3. Approaching problems with an orderly decision-making scheme is more likely to produce satisfying, workable decisions.				
4. By using planning, one loses spontaneity and only gains a little illusory security.				
5. It is pointless to look for all the possible solutions to a problem, and seek information concerning those solutions.				
6. The goals people choose reflect their values.				
7. Establishing goals gives direction and purpose to life.				

Comments:

The Last Word

You have now completed a training package designed to improve your abilities to facilitate students' development of planning skills. We trust that your experiences with this package have been profitable and enjoyable. We hope that we have challenged you and helped you to consider some techniques and strategies for helping students in their efforts to develop decision-making skills and to set goals. You may wish to consult the resources list at the end of this package for further information in this area of career guidance.

FBN

JCD

RPI

Oh No! Not the Last Word!

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